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ABSTRACT

This document presents the McREL Middle School Advisement Program, a program designed to provide middle school students with an environment in which they can adjust to new school responsibilities and grow and develop in positive ways. The program is organized into nine modules. Within modules are activities which consist of a Teacher Guide and, for some activities, Student Activity Sheets or Student Supplements. The Orientation module provides students with an orientation to the nature of the program as nonacademic and person-oriented. The Self-Awareness module helps students gain deeper insights into who they are as individuals, their interests, values, and feelings. The Personal Responsibility module helps students gain insights into what it means to be responsible for themselves. The Goal Setting module helps students see the importance of goal setting in becoming who they want to be. The Decision Making/Problem Solving module helps students develop and refine their decision-making and problem-solving skills. The Relationships module helps students think through issues important to them in the area of relationships with family and friends. The Communications module helps students develop enhanced skills for listening to others and for positively communicating their wants and needs. The Conflict Resolution module helps students acquire some specific strategies for effectively resolving conflicts with adults and peers. Finally, the Stress Management module helps students understand effective strategies for taking control of stress-producing thoughts and reducing the level of stress they experience. (Author/NB)

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MIDDLE SCHOOL

ADVISEMENT PROGRAM

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McREL

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Communication	Orange
Conflict Resolution	Yellow
Stress Management	Pink

Teacher Introduction
to
McREL's Middle School Advisement Program

PURPOSE AND OBJECTIVES OF THE PROGRAM

The central purpose of the McREL Middle School Advisement Program is to provide middle school students with an environment in which they can adjust to new school responsibilities and grow and develop in positive ways. Advisement can be that aspect of the school experience that empowers students to be the best that they can be, develop mutually supporting and caring relationships, become socially competent, and develop skills for making responsible choices in life. Helping middle school children develop healthy ways of thinking, feeling, and behaving at this critical and vulnerable point in their self-development is believed to be an essential strategy for offsetting involvement in unhealthy choices and lifestyles that can lead to school failure, delinquency, and/or a host of related behavior patterns. At its core, the program is designed to elicit students' innate mental health which includes self-esteem, a love of learning, a desire to do well, and an inner wisdom or common sense. As a result, students are more likely to experience their value and competency, as well as exhibit personal control over their thoughts, feelings, and actions via the choices they make.

The McREL Middle School Advisement Program is designed to address development needs in the context of positive interactions and relationships between adults and youth. Grade-appropriate activities help students become more self-aware, make appropriate self-evaluations and decisions, and solve problems. Specifically, the program exposes students to expanded self-possibilities and options. Organized in a series of modules, activities within and between modules can be used as appropriate to meet the needs of students and teachers.

PROGRAM DESCRIPTION

Program Philosophy

The McREL Middle School Advisement Program is based on research evidence indicating that students are inherently motivated and have an innate curiosity and love of learning. Negative conditioning and beliefs obscure this natural inclination. Rather than "fix" students, the program promotes interactions, relationships, and activities that can elicit this natural state.

For many students in school settings, such conditions and understandings are not present. As a result, they often do not do well or stay in school. Providing them with learning experiences that can challenge negative beliefs they have about themselves and school, while at the same time creating supportive relationships with teachers and peers in the school setting, can empower students' inherent motivation and desire to pursue learning goals. The program contributes to the health and development of students who come from supportive settings and possess positive beliefs about themselves and school as well.

Organization and Format of Material

The McREL Middle School Advisement Program is organized into topic-related modules that may be used in any order (the Orientation module is a good one to begin with) as are activities/sessions within a module. The modules include activities for sessions which may take one or more class periods.

Each activity consists of a Teacher Guide that is coded to note the module, grade level, and activity number. For example, in the Self-awareness Module, the first activity for grade 6 is coded SA6-1. In addition to a Teacher Guide for each activity, there are, in some cases, Student Activity Sheets or Student Supplements. These are also coded with the module, grade level, and activity number. Activities are numbered arbitrarily; that is, they are numbered for reference purposes. The one exception is the Conflict Resolution module. The activities within this module are sequenced; each follows from and assumes knowledge from those that preceded. Again, activities do not have to be used in any particular order nor do all activities in a module need to be used. Teacher Guides are designed to go into 3-hole notebooks; thus, they may be reorganized or supplemented with other informational material. Student Activity Sheets and Student Supplements are designed as black-line masters to be duplicated.

THE CONTENT OF McREL'S MIDDLE SCHOOL ADVISEMENT PROGRAM

A total of nine modules make up the McREL Middle School Advisement Program. These modules collectively define areas of student self-development common to all middle school students in Grades 6, 7, and 8. Although these areas are common, research and experience with students in these three grades tells us that there are many appropriate ways to work with and facilitate self-development depending on a student's intellectual, social, and/or emotional developmental levels. For that reason, activities within any module attempt to include those types of activities most appropriate to students at the different grade levels while, at the same time, generally addressing similar topics and concerns.

Purpose of Each Module

As we have indicated, the McREL Middle School Advisement Program is not intended to be implemented in a "scope and sequence" fashion. For the purposes of organization and description, however, the modules are arranged in the following logical order:

- **Orientation** - The purpose of this module, as its name implies, is to provide students with an orientation to the nature of this program as nonacademic and person-oriented. But more than that, this module provides a series of activities that help students get to know each other and their advisement teacher, and begin to establish caring and trusting relationships essential to positive self-development. Activities are designed to be fun and engaging, and to help students and teachers get to know each other in meaningful but nonthreatening ways.

- **Self-Awareness** - The purpose of this module is to help students gain deeper insights into who they are as individuals, their interests, their values, and their feelings. Beyond that, activities in the module are designed to help students begin to explore the person they would like to be -- their "future possible self." Opportunities are provided for students to explore how what's important to them helps define who they are to others and influences how others see them; and to look at how personal interests and self-goals can be selected to create personally meaningful, positive self-images. Students become aware of their agency and responsibility in making choices about their interests and values.

- **Personal Responsibility** - The purpose of this module is to assist students in gaining even deeper insights into what it means to be responsible for themselves -- their thinking, feelings, and actions. Activities are designed to help students see important relationships between what they think, how they feel, and how they act; and to understand that they have personal control over their feelings and actions by choosing how to view and think about themselves, others, or situations. Activities also help students explore the dynamic and reciprocal relationships between their choices of thoughts, feelings, and actions and the thoughts, feelings, and actions of others. The concept of personal responsibility in personal and social situations is introduced in activities that help students explore negative relationships or experiences and locate their role in the problem.

- **Goal Setting** - The purpose of this module is to help students see the importance of goal setting in becoming who they want to be. Activities help students explore how goals motivate and energize them to dream and imagine their best future possibilities and then set clear goals and choose achievable steps for making these dreams a reality. Inspirational stories and personal activities help students see that anything can be possible if they set goals, make a plan, and commit themselves to work on that plan.

- **Decision Making/Problem Solving** - The purpose of this module is to help students develop and refine their decision making and problem solving skills. Activities help students see that they make decisions daily, often without really thinking about them, and that they can develop skills for making decisions that lead to outcomes that are personally important to them. A simple six-step DECIDE process is introduced in activities for each grade level. Students use the DECIDE process in both decision making and problem solving situations, from handling peer pressure to thinking about possible career options.

- **Relationships** - The purpose of this module is to help students think through issues important to them in the area of relationships with family and friends. Activities help students explore what is important to them in relationships, what they can do to improve communication with friends or family members, and how they can expand their relationships. Other activities help students think about what is important to them in friendships, how to notice positive qualities in themselves and others, what it means to build trust in a relationship, and how to make responsible choices regarding the use of alcohol and drugs.

- **Communications** - The purpose of this module is to help students develop enhanced skills for listening to others and learning to hear others' points of view, as well as skills for positively communicating their wants and needs verbally and nonverbally. Activities help students distinguish between "I" messages and "you" messages and understand the different feelings conveyed by these messages. Other activities help students understand that many conflicts can be resolved by using effective listening and speaking skills.

- **Conflict Resolution** - The purpose of this module is to help students acquire some specific strategies for effectively resolving conflicts with adults and peers. Activities encourage students to think about structures that help us avoid conflict such as rules and laws, explore common conflicts and why they happen, understand what escalates and de-escalates conflict, and try out different strategies for managing conflict, including negotiation and mediation. The activities in this module only are arranged in a recommended sequence of use.

- **Stress Management** - The purpose of this module is to help students understand that, while stress is a normal part of life, there are many effective strategies for taking control of stress-producing thoughts, thus greatly reducing the stress they experience. Activities help students identify typical stressors in their lives, see which of these are within or outside of their control, and learn a variety of strategies for reducing stress. Various "think, say, and do" strategies are introduced in the activities and students are encouraged to try them all and pick the ones that work best for them in different situations.

In general, then, all nine modules of the program define areas in which students can develop the understanding, knowledge, and skills for taking personal control and responsibility in their lives. This includes knowing what is important to them, making healthy choices, feeling good about who they are personally and socially, and learning to understand and respect others.

TEACHER'S ROLE WITH THE McREL PROGRAM

The primary role of the teacher is one of providing the caring and supportive climate in which students' natural state of self-esteem, motivation, love of learning, and common sense can be elicited and in which they are free to explore and develop understandings and skills that support positive development. Teachers are the "facilitators" in opening students up to their self-possibilities; in helping them see their value and significance as people; and in encouraging and modeling skills for personal responsibility, acceptance, warmth, and sharing. At the same time, they help students to value the experience of school and opportunities to learn. They encourage student identification with the school culture and help students feel secure and safe (from failure, isolation, etc.) in the school environment. When students feel good about themselves, they are motivated to learn. They want to do well and learn the skills necessary to do their best.

The most important skills needed by teachers in performing their facilitator role are understanding the nature of the young adolescent and listening and dialoguing with students, thereby providing a climate of caring and acceptance. The activities in the McREL program provide content and practice that can support positive development; the teacher provides the social support and emotional climate for optimum development to occur. Teachers benefit from the role as well as students. They are likely to encounter improved relationships with students, more cooperation and responsibility from students, and an enriched environment.

What to Expect

It has been said at other times and in other places: Expect the unexpected. Facilitating students in an advisement program is different from teaching in a content area. Students will be confronting issues and questions that have the potential to "trigger" emotional responses (and/or non-responses) that cannot be anticipated. What *can* be expected is that facilitating students through the program will be easier for some than for others. It is strongly recommended that facilitators who find it difficult and/or uncomfortable (1) talk about it with colleagues who can provide suggestions and support; and, perhaps, (2) pair up with someone who finds it easy and get ideas, support, and encouragement.

As mentioned above, working on self-development can bring issues to the surface, issues that have been there (and which, in all likelihood, have interfered with learning). *Facilitators can count on having issues, responses, and problems arise that they are not sure how to, or cannot, handle. What facilitators need to know is that's all right: They are not expected to meet everyone's needs all of the time nor know how to deal with everything.* What *is* important is to:

- know when to ask for support (basically, whenever the facilitator is uncomfortable with something about, or what's going on in, the advisement session(s) and/or when needing support or advice regarding a sensitive issue);
- know whom to contact for help or assistance (this will vary from building to building); and,
- talk about problems with which they are uncomfortable (situations, students, particular lessons and/or activities, etc.), both so the discomfort is not "held inside" but gets talked through, and to get support with the problem.

Setting A Climate of Trust

Students develop and grow in an environment of trust and safety. They are more likely, too, to open themselves up to participating in advisement activities in such a climate.

Confidentiality

Teachers should let students know that what they reveal about themselves personally will be kept confidential. The only exception, about which they should be informed, is if and when someone's life is endangered or an individual is of potential harm to him/herself or others.

Likewise, facilitators should elicit from students a commitment that they will keep the information that is discussed and/or written during the sessions to themselves. This is probably best handled through a discussion about the benefits of establishing trust among themselves. Students should also be informed that absolute confidentiality can never be guaranteed and, therefore, should take this into account before revealing something very private.

Nonjudgmentalness/Mutual Respect

A nonjudgmental attitude, on the part of the facilitator and the students, is also important to a climate of safety and trust.

For the students, it might be stated that everyone's feelings, responses, and opinions are valuable in the advisement group and suggestions might be made such as "I won't make fun of you; you don't make fun of me," and/or "No put downs' allowed". Again, it is suggested that students talk about the value of mutual respect. At the same time, facilitators should be aware that middle school children, in general, are often critical of (and even cruel to) one another and, therefore, should monitor the safety of the climate and be alert for hurt feelings and/or vulnerable students reluctant to open up.

Being a facilitator, incidently, does not preclude setting up ground rules within which the group must function. Some typical ground rules include: no put downs, listen when someone else is speaking, everyone's opinion is valuable, etc. It always works best if students are involved in generating the ground rules.

Choice to Participate

While everything that can be done should be done to encourage students to participate in activities and discussions, no student should be forced to participate or to share. If a student insists that an issue is too private, or that his or her religious or family beliefs are being infringed upon, the student should be allowed to "opt out." He or she could instead read a book, or the building may wish to implement a policy and alternate activity for non-participants. The facilitator should make him or herself available to the student to talk about the situation if the student wishes, and assure the student that he or she will not be punished for not participating.

No Reprisals

Students should be assured that anything they reveal will not be held or used against them, in this advisement group or in any other situation. Students need to sense that their self-disclosures will not come back to haunt them in some negative way but simply will be regarded as part of their self-development process.

It is advised that students not be graded on advisement activities. In some situations in which students have been resistent to participating, schools have chosen to give a "participation grade."

General Suggestions

The following are general suggestions for providing a climate that is safe for middle school students.

- Having students sit in a circle, on the floor, or even outside on the lawn, creates a more open environment and positively affects the students' willingness to participate in discussions.

- When students are reluctant to share, it sometimes works to have them write their answers instead. Answers then may be read (without identifying whose they are) to the group and some of the responses interacted with. To make it fun for the students, the teacher may write answers too. Before the end of the sessions, students may guess which was the teacher's response. Eventually the kids may become more willing to share verbally and openly.

- Students may be more willing to share when the teachers share things about themselves and includes him/herself in the activities and discussions. Teachers may answer questions or discuss issues as they would have when they were their students' ages.

- Students at this stage of development often are more willing to discuss things in the third person. That is, they will talk about what Bill should or shouldn't do if his friend Brad starts taking drugs more easily than they will talk about what *they* would or wouldn't do in the same situation. Or they respond better to, "Your friend comes to you and says his mother hits him. What should *he* do"? You may find that writing such scenarios and situations on cards may be used as the basis for role plays or discussions. Some general topics include:

GUIDELINES FOR CREATING THE CONTEXT FOR THE McREL PROGRAM

Consistent with the purpose of the McREL Middle School Advisement Program is the fostering of students who are healthy, self-assured, vital, and productive human beings. Toward that end, the context and climate within which the program is presented is of paramount importance. The activities are secondary.

The authors have provided student activities and teacher guides. If teachers have other activities that fit a session's purpose, they should feel free to substitute or augment. Also, what is going on with students should never be sacrificed for activities or content. The advisement period is a time in which students and the process -- not curriculum -- are most important.

IMPLEMENTATION STRATEGIES

Preparation

The Teacher's Guides have been written to provide a maximum of guidance with a minimum of instructions and reading. The authors have attempted (and, for the most part, succeeded) to keep each session's guide to one page in length.

It is recommended that before beginning a module, the guides for *all* of the activities in that module, for the grade level being taught, at least be skimmed.

Once activities have been selected, the facilitator should review the Teacher's Guide for that activity to become familiar with the gist of the activity, the materials required, any personal examples needed from his or her own life, any other issues for which preparation is needed, and to do whatever specific planning is necessary.

Teachers may wish to use films and videos as supplements to the various modules. Some suggestions include *Cipher in the Snow, Where Pigeons Go to Die, Lean on Me,* and *Stand and Deliver.* Episodes of TV programs also may be used as springboards for discussions, including *The Wonder Years, Degrassi Junior High* (PBS), and relevant and appropriate "specials" on topics of interest.

Flexibility and Substitutions

The guides are written as guides, not as scripts. They provide *suggestions* for what to do (and sometimes what to say). Facilitators should feel free to substitute, augment, or delete from any activity. Likewise, they should freely ad lib the dialogue and/or the steps suggested.

As stated above, what is going on with students should never be sacrificed for the activities or content. *The process is what is important, not the content.* If students become particularly interested in one discussion question, for example, don't rush them to ensure covering all of the questions. Let them continue what is meaningful to them.

While the authors expect and applaud facilitators for including their own activities, they recognize that students, too, are knowledgeable and creative and have wonderful ideas. Thus, the authors encourage facilitators to provide opportunities for students to come up with ideas and create their own activities.

Grouping and Pairing

There is no *one way* or *right way* to set up groups and/or pairs in every classroom. Each group of students is unique ,as is each student. Therefore, the suggestions included here are general recommendations. Basically, each group should do what works for that group of individuals (including the facilitator).

1. If students are paired by numbering "1-2," "1-2," pairs should be scanned before they begin to work together to be sure there are no mismatches (students who are unable to work together or who wouldn't work well together).

2. If students pick a partner, or turn to the person on either side of them, watch out that the vulnerable, shy, and/or "outcast" students aren't left out; that students don't always pick the same partner; that they eventually pair up with everyone in the group (they may need to be encouraged to "pick someone you don't know very well"); and, again, that "unworkable" pairings don't occur.

3. When grouping students, it is usually most effective if the groups are heterogeneous. That is, groups should include both high and low ability students, motivated and unmotivated students, right-brained and left-brained students, students with different learning styles, etc. As with pairs, once groups are selected they should be scanned to be sure that incompatible students aren't in the same group.

4. Emphasize to students that group activities are **cooperative** as opposed to competitive. Johnson and Johnson (*Learning Together and Alone*, Prentice Hall, 1987), recommend that teachers stress the following to successfully implement cooperative situations:

    (a) *positive interdependence*, where students realize that "they're all in this together";

    (b) *individual accountability*, where each student is accountable for completing his or her own activity and assisting other group members in completing theirs - and for participating him or herself, and encouraging others to participate;

    (c) *face-to-face interaction*, which includes interacting about the activities;

    (d) appropriate use of *collaborative skills*; and

    (e) *processing* of how well the groups are functioning.

5. Positive relationships among group members should be encouraged, including feelings of support, acceptance, concern, and commitment to one another.

6. Groups can be selected newly for each activity, or maintained for a week, or for an entire unit. It is probably unwise, however, to keep the same groups together for an entire semester.

[illegible]udent Involvement

Students at this stage of development need opportunities to practice responsibility. Advisement can provide such opportunities. Some specific suggestions include the following:

- Have students "write it" whenever they have complaints about advisement -- and have them include a solution (what they'd rather do). Give students the opportunity to lead the group in the activity they suggest. This cuts down on non-specific complaining and involves students in having the program work for them.

- Turn the advisement group over to the students for a week or two. Have students generate a list of topics they want to explore throughout the school year. You may help them form objectives. They can plan and lead activities for each topic.

- Have your group designate each day of advisement for different activities; e.g., one day for crafts or art, one for games, etc. These activities can then be related to the topics at hand (self-awareness, relationships, etc.).

- Have one day (e.g., Wednesdays) designated as a day for which the students (or a student) plan an activity for the current topic.

- Activities which allow students to express their opinions -- when their opinions are listened to and respected by the adult and even impacts what the adult says or does -- are very successful with students.

- Finally, have an "anonymous box" in your room -- a box into which a student can place written (and anonymous) problems, conflicts, or just interesting topics they would like to discuss. These become topics for discussions or role plays.

GENERIC ACTIVITIES

Current events may be used as the basis for discussion (e.g., a tornado, gang incidents, political issues/events, etc.) and can be related to modules in the curriculum. Certainly current events present an opportunity to discuss things that are relevant to kids and timely as well. Questions that can be asked in conjunction with the events include: How would it be different if it were happening here? How would you respond if it happened to your sister? Etc.

Have your advisement group decorate its door. Do it for a particular holiday; hold a contest for the best decorations among advisement groups; or just do it as a means for the group to identify and advertise itself. This facilitates team building and produces a chance for cooperative learning and doing.

You might write an advisement group newsletter and exchange it with another middle school. Kids are interested in what kids at other schools are doing.

CLOSURE ACTIVITY

H. Stephen Glenn's RRS (Reflect, Record, Share) Process is a useful closure activity that can be used at the end of an activity or module. It includes the following steps:

REFLECT: Take a few moments to reflect on the following:

1. The most important thing I have learned or gotten in touch with in this session/module is ____.
2. The reason this is important to me is ____.
3. As a result of this session/module, the first thing I will do is ____.

RECORD: Take a few moments to record your thoughts or insights on paper.

SHARE: When you are ready, share your thoughts and/or insights with a partner or the group.

This process encourages students to be active, rather than passive, recipients in the learning process.

ADDITIONAL ADVISEMENT RESOURCES

BOOKS:

- The Kids' Book of Questions by Gregory Stock, Workman Publishing, NY (a source of dilemmas which become great topics for discussion among students);
- Turn ons: 185 Strategies for the Secondary Classroom by Stephen Smith, a Fearon Teacher Aid Book published by David Lake Publishers, CA (suggestions for activities to do with students);
- Fighting Invisible Tigers by Earl Hipp, (a book about stress for students, or for use with students);
- People Types and Tiger Stripes by Gordon Lawrence, (about learning styles);
- Developing Positive Self Images and Discipline in Black Children by Jawanza Kunjufu, African-American Images, Chicago, IL.

GAMES:

- Junior Scruples
- Warm Fuzzy Bingo: Students generate a long, master list of "warm fuzzies" -- things they'd like people to say to them such as, "you look nice today," "you're a friendly person," "you have a nice smile," etc.; students make bingo cards and write in warm fuzzies from the master list that they'd like to hear today. The teacher calls out warm fuzzies from bingo slips or chips that contain all the warm fuzzies.
- Hang-man: You may focus students on a topic and have them use words related to the topic.
- Family Happenings: (available from Childswork/Childsplay -- Center for Applied Psychology -- 3rd floor; 441 N. 5th St. Philadelphia, PA 19123; their toll free number -- from which you can order their catalogue that includes other educational games and books -- is 1-800-962-1141).
- Human Tic-Tac-Toe: This is played within or between groups. Kids become X's or O's, plan their strategy, and then play bingo using chairs arranged as a tic-tac-toe lattice.
- Pictionary or Win, Lose or Draw: These games may be geared toward whatever topic you're focusing on.
- New Games: There are several New Games books available which include cooperative, physical games kids enjoy.
- The Ungame: This game is produced by the Ungame Co., Anaheim, CA.
- Jigsaw Puzzles: Use as cooperative activities. Small groups each put together a puzzle as a form of inter-murals.
- Roll a Role: This is a game by Youth Specialties.

ORIENTATION — Teachers Guide

Student Interest Inventory OR6-1
    Student Activity - Student Interest Inventory

What's In My Name? OR6-2

Hi Ho Bingo OR6-3
    Student Activity - Hi Ho Bingo

Getting to Know You OR6-4
    Student Activity - Getting to Know You

Guess Who I Am OR6-5

Student Interest Inventory OR7-1
    Student Activity - Student Interest Inventory

Name That Person! OR7-2

Who Are You Bingo OR7-3
    Student Activity - Who Are You Bingo

What About You OR7-4
    Student Activity - What About You

Picture Me! OR7-5

Student Interest Inventory OR8-1
    Student Activity - Student Interest Inventory

What's In A Name? OR8-2
    Student Activity - What's In A Name?

Who's Who Bingo OR8-3
    Student Activity - Who's Who Bingo

Getting Acquainted Interview OR8-4
    Student Activity - Getting Acquainted Interview

Getting to Know Us OR8-5

What Symbolizes Me? OR8-6
    Student Activity - What Symbolizes Me?

Student Interest Inventory

Purpose: To provide teachers with information about their advisement students.

Teacher Role/Session Sequence:

1. **Tell students** you would like to learn about their interests so you can know them better and understand them.

2. **Have students** fill out Student Activity Sheet OR6-1 (Student Interest Inventory).

3. **Ask students** if they would be willing to share the names of their favorite T.V. shows, favorite magazines or hobbies with the group. Pick out a few other non-threatening topics for students to share with the whole group.

4. **Collect Student Activity Sheets** and keep for reference. You may wish to use the inventory again, or some of the items that are likely to change, at the end of the year.

5. **Have students fill out** the same form towards the end of the year and then compare the two forms.

6. **Have students discuss,** in small groups, why they think the changes occurred.

Materials Needed: Student Activity Sheet OR6-1 (Student Interest Inventory).

ORIENTATION — Student Activity NAME: ____________________

Student Interest Inventory

1. Favorite foods ____________________
2. Favorite places ____________________
3. Favorite T.V. shows ____________________
4. Favorite movies ____________________
5. Favorite books ____________________
6. Favorite magazines ____________________
7. Clubs ____________________
8. Church or Synagogue ____________________
9. Library Card? Yes ___ No ___ Which branch? ____________________
10. Favorite hobbies ____________________
11. Collections ____________________
12. What I like to do with my family ____________________
13. Brothers? ___ Sisters? ___ What I like to do with my brothers and sisters ____________________
____
14. Who are some of your best friends? ____________________
15. What do you like to do with your friends? ____________________
____
16. Trips ____________________
17. How many times have you moved? ____________________
18. What do you like about this class/group? ____________________
19. What do you not like about this class/group? ____________________
20. What ideas do you have for this class/group (list on back of this page)?

McREL

What's In My Name?

Purpose: Provide an opportunity for students to discover interests and personality traits that are uniquely theirs and to learn about those of their classmates.

Teacher Role/Session Sequence:

1. **Introduce** the activity by telling students that they will be doing an activity that will help them get to know more about themselves and get to know each other a little better.

2. **Show** the example of your finished product and ask students to practice writing their own names in bubble letters. They can use their own style, but they must form their letters so they can write inside them.

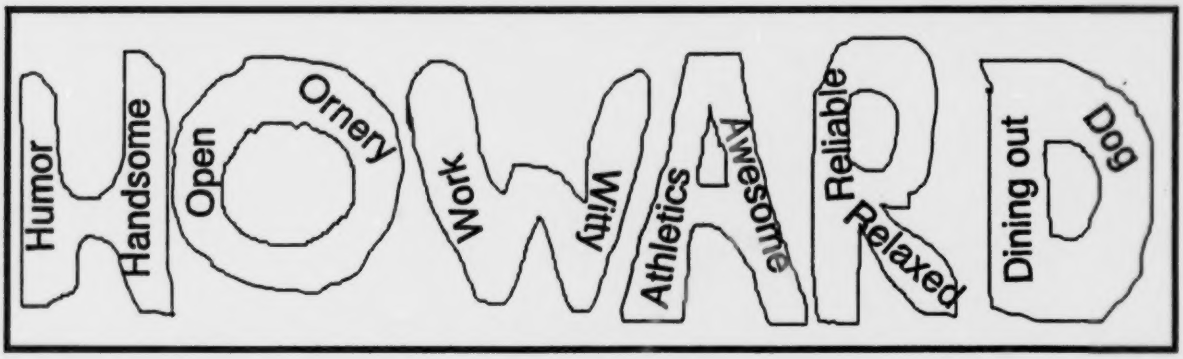
3. **Have students list** personality traits and/or personal interests that begin with each of the letters of their name. Tell them to think of at least two for each letter of their name. You may wish to first brainstorm some examples with the group.

4. After everyone has practiced forming bubble letters and listing interests and personality traits, **hand out** the tagboard "name plates". Have students form their letters in pencil first on the tagboard before using the colored pens.

5. You may wish to **place** all of the completed name plates on a bulletin board entitled: "What's In Our Names?", or students may put them on their desks at the start of the year to help them and you learn names.

Materials Needed: 4" x 12" pieces of colored tagboard; crayons or magic markers.

Note: Construct your own name plate ahead of time to be used as an example for the rest of the class. Your finished project will look something like this:



Hi Ho Bingo

Purpose: To give students a chance to get acquainted with others in the group.

Teacher Role/Session Sequence:

1. **Let students know** they're going to have a chance to get to know everyone in the group by participating in a sort of human bingo game.

2. **Hand out** Student Activity Sheet OR6-3 (Hi Ho Bingo).

3. **Tell students** to find people who fit the sections in the boxes. Have them use each person's name only once.

4. When complete (after a certain amount of time or when most have gone as far as they can), **ask students** which boxes are still blank. Find out which students filled in the most. Ask what they discovered about people that was most interesting.

5. If no one in the group fits one or more of the selections, **have students suggest** other descriptors which would have worked to help you form next semesters list.

Materials Needed: Student Activity Sheet OR6-3 (Hi Ho Bingo).

ORIENTATION — Student Activity NAME: ______________________

Hi Ho Bingo

Directions: Write the person's name who fits each descriptor. You may use a person's name only once.

Likes turnips	Mother is a nurse	Favorite color is red	Plays baseball	Is taller than you
Has been to California	Has on tennis shoes	Likes to sing	Has a birthday in December	Has jeans on
Has black hair	Has blue eyes	Has red on	Doesn't like ice cream	Was born in another city
Can swim well	Likes math	Went to the same grade school	First name starts with "D"	Has an older sister

Getting to Know You

Purpose: To give students an opportunity to get to know one other classmate by interviewing him/her.

Teacher Role/Session Sequence:

1. **Tell students** they are going to have a chance to get to know one other person well by interviewing him/her.
2. **Pair students** in whatever way is appropriate to your group (eg. draw names; number off; students line up in two lines-match up with the person across; select someone they wish to know better, etc.).
3. **Hand out** Student Activity Sheet OR6-4 (Getting to Know You).
4. **Have students meet** in pairs and interview each other. You may wish to encourage them to amplify some of their answers or not, depending on how much time you wish to spend on this activity.
5. **Have a few students share** what they found most interesting.

Materials Needed: Student Activity Sheet OR6-4 (Getting to Know You).

ORIENTATION — Student Activity NAME: ______________________

Getting to Know You

Directions: Get to know your partner by asking him/her to respond to the following questions as you interview him/her.

1. My three favorite foods are ______________________
2. During vacations I like to ______________________
3. One thing I'd never want to do is ______________________
4. It's easy for me to ______________________
5. It's hard for me to ______________________
6. The thing I like best in school is ______________________ ______________________
7. I'd like the world better if ______________________ ______________________
8. My best subject is ______________________
9. I feel good when people get together and ______________________ ______________________
10. I do a good job at ______________________
11. Something I'd like to learn to do is ______________________
12. My favorite holiday is ____________ because ______________________ ______________________
13. My favorite kind of music is ______________________
14. When I think about the future I ______________________ ______________________
15. Someone I'd like to be like is ______________________
16. If I had a free day, I would ______________________ ______________________

McREL

Guess Who I Am

Purpose: To provide an opportunity for students to get to know one another in a fun and different way.

Teacher Role/Session Sequence:

1. **Ask students to bring** in a baby picture of themselves (or a picture at a young age).

2. **Post pictures** on a bulletin board and number each.

3. **Give students** each a set of index cards and tell them to write the number of each picture in the upper right hand corner of an index card, and then write their "guess" of the student's name for the picture corresponding to that number. Ask them to be as secretive as possible and not tell others who is whom!

4. Next, **have students** write a sentence or two describing the people they've identified (on the appropriate index card). Have them also write a description of themselves on the card that identified their own picture.

5. **Write** some sample descriptions on the board. In these examples, emphasize that positive characteristics should be used.

   For example: Her serious look matches how much thought she gives to things. If you want someone who can give you good advice, this is the person to talk to.

   Another might be: He looks relaxed and carefree as a baby, and that's just the way he is now. Nothing much gets to him and he's always looking for a way to have fun.

6. **Explain** that students are to work independently to write a sentence or two for each of the people (on the cards), including their own.

7. **Assist students** who may be having a hard time. Help them to key in on certain facial expressions, physical features, or other characteristics that are still the same and/or different in the person today. Remind students to be positive in their comments.

8. **Have students** "score" the number of pictures they correctly identified (you will need to have made a scoring key or put the correct names on the picture display). Have them put their correct "guesses" in one pile, and then have them put their name on the bottom of each of these cards. You may list the names of those who get the most correct, if this seems appropriate, or simply ask students to raise their hands for the number of correct responses. You may also point out which pictures had the most correct responses (and solicit opinions as to why) and those that got the least.

9. **Ask students to pass** the "correct" cards to the students named. Each student should have some cards to look at.

10. **Explain** that we all have our own way of looking at and thinking about things, other people, and ourselves. How we see someone else may or may not match how that person sees him or herself. How we see ourselves may or may not match how others see us. Have students read the descriptions on each of their cards and compare the descriptions to the one they wrote about themselves. Have students notice those things that were the same and those that were different. Have them mark the cards that were different from the way they described themselves.

11. **Have students find** one or more students who wrote a "different" description and talk to the students about why they agree or disagree with their description. It may be necessary for students to take turns, "schedule" turns with the students they want to talk to, or choose someone other than their "first choice."

12. When everyone has had a chance to compare their descriptions with at least one other, **engage the class** in a discussion of what they learned about themselves.

Materials Needed: Enough index cards so that each student has one for each student in the class; an answer key or picture display with correct names; paper and pencils for students to record responses.

Additional Tips: If any students did not bring a baby picture, have them draw a sketch of themselves as a baby. Put these up with the photos. Students should be encouraged to do their writing as quietly as possible and not give away what they are saying about people. Remind them, if necessary, that the fun of this activity will be surprising each other with how well they know or don't know one another based on baby pictures.

Note: This activity may take more than one session.

Student Interest Inventory

Purpose: To provide teachers with information about their advisement students.

Teacher Role/Session Sequence:

1. **Tell students** you would like to learn about their interests so you can know them better and understand them.

2. **Have students** fill out Student Activity Sheet OR7-1 (Student Interest Inventory).

3. **Ask students** if they would be willing to share their favorite T.V. shows with the group. Pick out a few other non-threatening topics for students to share with the whole group.

4. **Collect Student Activity Sheets** and keep for reference. You may wish to use the inventory again, or some of the items that are likely to change, at the end of the year.

Materials Needed: Student Activity Sheet OR7-1 (Student Interest Inventory).

OR7-1

ORIENTATION — Student Activity NAME: ______________________

Student Interest Inventory

1. Favorite foods ______________________
2. Favorite places ______________________
3. Favorite T.V. shows ______________________
4. Favorite movies ______________________
5. Favorite books ______________________
6. Favorite magazines ______________________
7. Clubs ______________________
8. Church or Synagogue ______________________
9. Library Card? Yes ___ No ___ Which branch? ______________________
10. Favorite hobbies ______________________
11. Collections ______________________
12. What I like to do with my family ______________________
13. Brothers? ___ Sisters? ___ What I like to do with my brothers and sisters______________________

____

14. Who are some of your best friends? ______________________
15. What do you like to do with your friends? ______________________

____

16. Trips ______________________
17. How many times have you moved? ______________________
18. What do you like about this class/group? ______________________
19. What do you not like about this class/group? ______________________
20. What ideas do you have for this class/group (list on back of this page)?

McREL

Name That Person

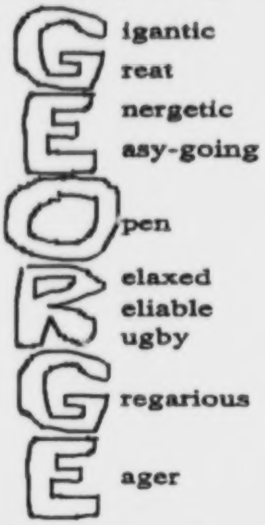
Purpose: To give students an opportunity to get to know their classmates and to learn about how others see them.

Teacher Role/Session Sequence:

1. **Introduce** the activity by telling students that they will be doing an activity that will help everybody get to know everyone else a little better.
2. **Show** the example of your "Name That Person" chart.
3. **Help students generate** a list of personality traits, personal interests, and other descriptors that begin with different letters of the alphabet.
4. **Have students create** an interesting "Name That Person" chart listing only the letters of their first name, going vertically down the page.
5. **Have students go** around the room having others fill in positive descriptive words for the letters of their name.
6. **Have students share** some examples; for example, words they liked best, descriptions they thought were wrong, ideas they were surprised by, etc.
7. You may wish to **post** these on a bulletin board.

Materials Needed: Cut different colors of tagboard into 4" x 12" pieces, one piece for each member of the class. Have colored pens available for students' use.

Note: Create a "Name That Person" chart with your own name ahead of time to be used as an example for the rest of the class. Your finished project may look something like this:



Who Are You Bingo

Purpose: To give students a chance to get acquainted with others in the group.

Teacher Role/Session Sequence:

1. **Let students know** they're going to have a chance to get to know everyone in the group by participating in a sort of human bingo game.

2. **Hand out** Student Activity Sheet OR7-3 (Who Are You Bingo).

3. **Tell students to find** people who fit the sections in the boxes. Have them use each person's name only once.

4. When complete (after a certain amount of time or when most have gone as far as they can), **ask students** which boxes are blank. Find out which students filled in the most.

5. **Have each student choose** to introduce one other student by the description in the box with his/her name in it.

Materials Needed: Student Activity Sheet OR7-3 (Who Are You Bingo).

ORIENTATION — Student Activity NAME: ____________________

Who Are You Bingo

Directions: Write the person's name who fits each descriptor. You may use a person's name only once:

Likes green beams	Mother does child care	Favorite color is yellow	Plays soccer	Is shorter than you
Has been to Florida	Has on sandals	Likes to dance	Has a birthday in April	Has shorts on
Has blond hair	Has brown eyes	Is wearing red	Doesn't like candy	Was born in another state
Can skate well	Likes science	Went to the same grade school	First name starts with "M"	Has an younger brother

What About You?

Purpose: To give students an opportunity to get to know one other classmate by interviewing him/her.

Teacher Role/Session Sequence:

1. **Tell students** they are going to have a chance to get to know one other person well by interviewing him/her.

2. **Pair students** in whatever way is appropriate to your group (eg. draw names; number off; students line up in two lines-match up with the person across; select someone they wish to know better, etc.).

3. **Hand out** Student Activity Sheet OR7-4 (What About You?).

4. **Have students meet** in pairs and interview each other. You may wish to encourage them to amplify some of their answers or not, depending on how much time you wish to spend on this activity.

5. **Have a few students** share what they found most interesting.

6. **Have each student "introduce"** his/her partner to the whole group by saying: "This is (name). S/he . . ." Complete the sentence with one of the person's answers.

Materials Needed: Student Activity Sheet OR7-4 (What About You?).

ORIENTATION — Student Activity NAME: ______________________

What About You?

Directions: Get to know your partner by asking him/her to respond to the following questions as you interview him/her.

1. My three favorite foods are ______________________
2. My favorite place to go on vacation is ______________________
3. One thing I'd never want to do is ______________________
4. I find it easy to ______________________
5. I find it hard to ______________________
6. The thing I like best in school is ______________________
   ____
7. I think the world would be a better place if ______________________
   ____
8. One school subject I need help in is ______________________
9. People really help each other when they ______________________
   ____
10. Something I do well is ______________________
11. Something I'd like to learn to do is ______________________
12. My favorite holiday is ____________ because ______________________
    ____
13. The music I like the most is ______________________
14. When I think about the future I ______________________
    ____
15. Someone I look up to is ______________________
16. In my free time I like to ______________________
    ____

Picture Me!

Purpose: To have students share about themselves through a collage of pictures, words, and symbols that represents them (things they like to do, things they have, things they would like to have, abilities they would like to have, what they would like to be, etc.), and to share these pictures as a way to get to know each other.

Teacher Role/Session Sequence:

1. **Explain** that the purpose of this session is to make a collage that depicts who they are. The collage can be a combination of pictures, words, and symbols that best represents their pictures of themselves —what they like to do, things they have, things they would like to have, abilities they would like to have, what they would like to be, etc. They will use these collages to "introduce" themselves and to get to know each other.

2. **Tell students** that they may be as creative as they like in choosing and arranging the selections of pictures, words, and symbols on their collages.

3. **Distribute** a 12" x 18" sheet of thick construction paper or thin cardboard (posterboard) to each student.

4. **Direct students** to the supply of magazines you have assembled for their use. **Encourage them** to use words and symbols as well as pictures in coming up with a collage that best depicts them.

5. **Ask students** to share their collages and what they mean.

6. **Provide** overview of guidelines for sharing. Each student will have a few minutes to share; key points should be highlighted; and any confusing items should be explained.

7. When all students have finished sharing, **discuss** what they learned about themselves and others from this collage activity. Help students explore the concept of individual uniqueness and our commonalities with others.

Materials Needed: 12" x 18" thick construction paper or thin cardboard (posterboard) for each student; enough paste, glue, or rubber cement for each student; sports and hobby magazines, and other magazines representing teenagers or older models and/or heroes (the greater the variety of magazines, the better); thumbtacks or tape for displaying collages after they've been shared.

Note: This activity may take more than one session.

Student Interest Inventory

Purpose: To provide teachers with information about their advisement students.

Teacher Role/Session Sequence:

1. **Tell students** you would like to learn about their interests so you can know them better and understand them.

2. **Have students** fill out Student Activity Sheet OR8-1 (Student Interest Inventory).

3. **Ask students** if they would be willing to share their favorite T.V. shows with the group. Pick out a few other non-threatening topics for students to share with the whole group.

4. **Collect Student Activity Sheets** and keep for reference. You may wish to use the inventory again, or some of the items that are likely to change, at the end of the year.

Materials Needed: Student Activity Sheet OR8-1 (Student Interest Inventory).

ORIENTATION — Student Activity NAME: ____________

Student Interest Inventory

1. Favorite foods ____________
2. Favorite places ____________
3. Favorite T.V. shows ____________
4. Favorite movies ____________
5. Favorite books ____________
6. Favorite magazines ____________
7. Clubs ____________
8. Church or Synagogue ____________
9. Library Card? Yes ___ No ___ Which branch? ____________
10. Favorite hobbies ____________
11. Collections ____________
12. What I like to do with my family ____________
13. Brothers? ___ Sisters? ___ What I like to do with my brothers and sisters ____________

    ____
14. Who are some of your best friends? ____________
15. What do you like to do with your friends? ____________

    ____
16. Trips ____________
17. How many times have you moved? ____________
18. What do you like about this class/group? ____________
19. What do you not like about this class/group? ____________
20. What ideas do you have for this class/group (list on back of this page)?

McREL

What's In a Name?

Purpose: To provide students with an opportunity to discover things about themselves and others by exploring their names.

Teacher Role/Session Sequence:

1. **Introduce** the activity by telling students that they will be doing an activity that will help everybody get to know themselves and each other a little better by exploring their names.

2. **Ask students** if they like their name? Why? Ask if they ever wanted a different name? Why? Ask how they think people choose names for their children?

3. **Pass out** Student Activity Sheet OR8-2 (What's In a Name?) and have students complete them. You may wish to have students work in pairs as they complete the activity.

4. **Have some students** share the answers they found most interesting.

Materials Needed: Student Activity Sheet OR8-2 (What's In a Name?); resource book(s) on meanings, deviations of names.

Note: You may wish to carry this activity over to allow students to find out the answers to numbers two and three on the activity sheet — OR — you may wish to give students those questions a day or two before doing the activity in class.

ORIENTATION — Student Activity **NAME:** ____________________

WHAT'S IN A NAME?

1 Write your full name here:

2 Who gave you your name?

3 Why was this name chosen? (You may have to ask somebody to find out.)

4 Using a resource book, look up the meaning of each of your names. Record here what you discover.

First name means:

Middle name means:

Last name means:

5 List here any of your relatives who have the same first or middle name as you.

6 If you could change your name to anything you wanted, what would it be?

First Middle Last

7 The American Indians often had names which described something about the person or compared the person to something in nature. Examples are White Elk, Thunder Cloud, Swift Wind, and Spotted Deer. If you could make up an Indian name for yourself, what would it be?

8 If you choose to have children someday, what would you name them? (Give 2 boys' and 2 girls' names.)

McREL

Who's Who Bingo

Purpose: To provide students with an opportunity to discover things about themselves and others by exploring their names.

Teacher Role/Session Sequence:

1. **Introduce** the activity by telling students that they will be doing an activity that will help everybody get to know themselves and each other a little better by exploring their names.

2. **Ask students** if they like their name? Why? As if they ever **wanted a different name**? Why? Ask how they think people choose names for their children?

3. **Pass out** Student Activity Sheet OR8-3 (Who's Who Bingo) and have students complete them. You may wish to have students work in pairs as they complete the activity.

4. **Have some students share** the answers they found most interesting.

5. **Have each student choose** to introduce one other student by the description in the box with his/her name in it.

6. Now **,allow students** to do a second round in which they are allowed to use people's names a second or third time. See if anyone can fill in all the boxes.

Materials Needed: Student Activity Sheet OR8-3 (Who's Who Bingo), resource book(s) on meanings, deviations of names.

Note: You may wish to carry this activity over to allow students to find out the answers to numbers two and three on the activity sheet — OR — you may wish to give students those questions a day or two before doing the activity in class.

ORIENTATION — Student Activity NAME: ____________________

Who's Who Bingo

Directions: Write the person's name who fits each descriptor. You may use a person's name only once.

Likes to eat spinach	Mother is a secretary	Favorite color is blue	Plays football	Is the same height as you
Has been to Texas	Has on leather shoes	Likes to play an instrument	Has a birthday in June	Has a dress on
Has brown hair	Has hazel eyes	Has blue on	Doesn't like doughnuts	Was born in another country
Can ski well	Likes reading	Went to the same grade school	First name starts with "R"	Has an older brother

Getting Acquainted Interview

Purpose: To give students an opportunity to get to know one other classmate by interviewing him/her.

Teacher Role/Session Sequence:

1. **Tell students** they are going to have a chance to get to know one other person well by interviewing him/her.
2. **Pair students** in whatever way is appropriate to your group (eg. draw names; number off; students line up in two lines — match up with the person across; select someone to know better; etc.).
3. **Hand out** Student Activity Sheet OR8-4 (Getting Acquainted Interview).
4. **Have students meet** in pairs and interview each other. You may wish to encourage them to amplify some of their answers or not, depending on how much time you wish to spend on this activity.
5. **Have a few students share** what they found most interesting.
6. **Have students introduce** each other with a short description of the other person, based on some of his/her most interesting answers.

Materials Needed: Student Activity Sheet OR8-4 (Getting Acquainted Interview).

ORIENTATION — Student Activity NAME: ______________________

Getting Acquainted Interview

Directions: Get to know your partner by asking him/her to respond to the following guidelines as you interview him/her.

1. My three favorite foods are ______________________
2. During vacation I'd rather not ______________________
3. One thing I'd never want to be is ______________________
4. It's simple for me to ______________________
5. It's difficult for me to ______________________
6. One of the best things about my classes at school is ______________________ ______________________
7. The world would be better if ______________________ ______________________
8. The subject I could help others with is ______________________
9. People are most helpful when they ______________________ ______________________
10. My greatest strength is ______________________
11. Something I've always wanted to learn is ______________________
12. My favorite holiday is ______________ because ______________________ ______________________
13. My favorite recording artist is ______________________
14. When I think about the future I ______________________ ______________________
15. Someone I really admire is ______________________
16. If there's nothing I have to do, I like to spend my time ______________________ ______________________

McREL

Getting To Know Us

Purpose: To provide students with an opportunity to learn more about their peers.

Teacher Role/Session Sequence:

1. **Tell students** that today they will engage in an activity that should be fun for them as well as informative. They will be learning more about one another.

2. **Tell students** that they will draw a symbol or picture of something that is meaningful or important to them — something that they are concerned about, likes, dislikes, their interests, etc. For example, if a student loves football, he might draw a football, or the symbol of his favorite team. Someone who's concerned about the environment might draw a forest or a no-smoking symbol (cigarette inside a red circle with a red slash through it), etc. Students will then share their drawing, explaining why it has a special meaning for them.

3. **Have students draw** their symbol or picture. This may be done on individual pieces of paper, on the board, on a large piece of butcher paper, or on several large pieces of newsprint (each of which is given to a small group whose members use it).

4. When students have finished drawing their symbols or pictures, **have each explain** his/hers to the group, telling why it is meaningful or important to him/her.

5. **Have students discuss** what they learned about one another that was new.

Materials Needed: Paper — individual sheets, butcher paper, or newsprint; pens, pencils, or markers.

What Symbolizes Me?

Purpose: To have students share about themselves and learn about one another; and to express their thoughts about how they see themselves, their accomplishments, and their plans for the future.

Teacher Role/Session Sequence:

1. **Let students know** that they're going to get to know one another through creating and sharing a personal coat of arms.

2. **Ask students** if anyone knows what a coat of arms is. (It symbolizes significant events or accomplishments — a type of symbolic emblem.)

3. **Hand out** Student Activity Sheet OR8-6 (What Symbolizes Me?) and read directions with students. Explain where the materials they will need are located.

4. When students have completed their coat of arms, **have them share** them with the group. Guidelines for sharing might include giving each student a few minutes to talk to the class about what his/her items mean and what they say about who he/she is. At the end of each presentation, questions might be entertained and answered.

5. **Conduct a discussion** about what students think they have learned about themselves and others from this coat of arms activity.

Materials Needed: Student Activity Sheet OR8-6 (What Symbolizes Me?), posterboard, colored markers or pens, scissors (you might expand the possibilities by adding magazines and allowing some collage-type art as well); thumbtacks or tape to display completed coats of arms.

Additional Tips: With some groups who have not established a high level of trust and sharing, this activity might best be accomplished in small groups of four or five students. In this case, students would share among themselves what each of their coats of arms means.

Note: This activity may take more than one session.

ORIENTATION — Student Activity **NAME:** ______________________

What Symbolizes Me?

Below are two different designs for a coat of arms. Pick the one you like best and use it to make a larger model with the poster board your teacher gave you. For each of the seven sections of your coat of arms, design the section by creating drawings that answer the following questions:

Section 1: What was the most significant event in your life from birth to now?

Section 2: What is something you are striving to become or be?

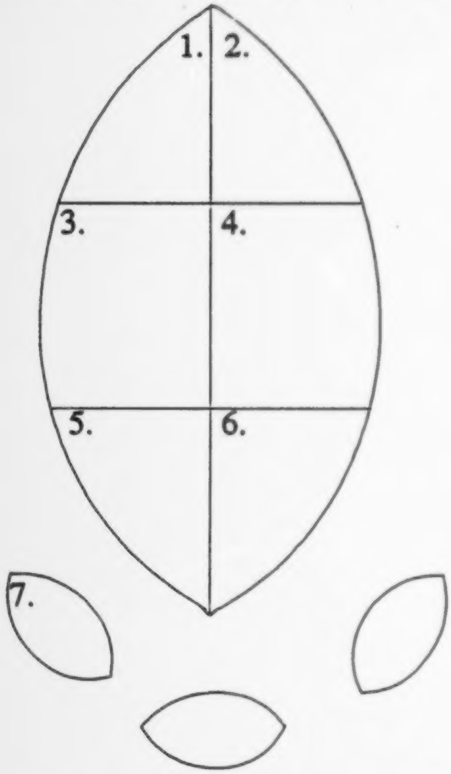
Section 3: What was your greatest success or achievement in the past year?

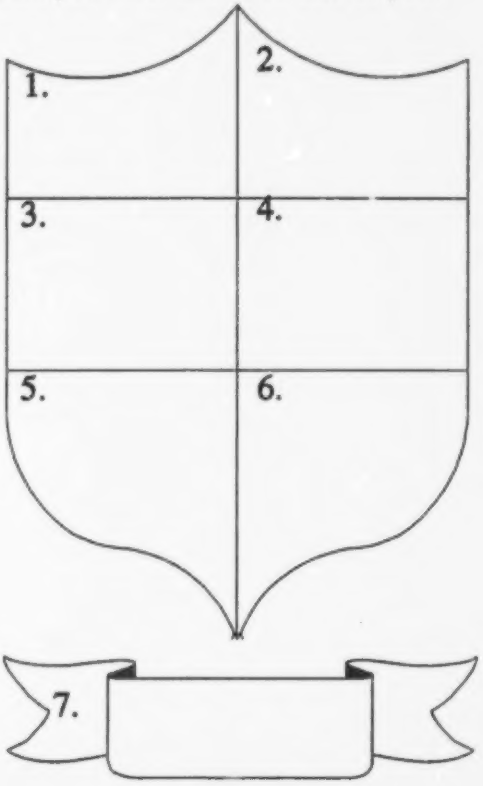
Section 4: What was your happiest moment in the past year?

Section 5: What is something you would like to become better at?

Section 6: What is something that you are good at?

Section 7: If you died today, what three words would you most like to be said of you?





SELF-AWARENESS — Teachers Guide

What I Do For Fun SA6-1
    Student Activity - What I Do For Fun

What I'd Like To Be SA6-2
    Student Activity - What I'd Like To Be

Knowing Myself SA6-3
    Student Activity - Knowing Myself

Describing Me SA6-4
    Student Activity - Describing Me

What's Important To Me SA6-5
    Student Activity - What's Important to Me - Parts I and II

Acting On What's Important To Me SA6-6

Success Sharing SA6-7

This Song Is Me SA7-1

What's Important To Me SA7-2
    Student Activity - What is Important to Me

Acting On What's Important To You SA7-3

Completely Me SA7-4
    Student Activity - Completely Me

How Others See Me SA7-5
    Student Activity - How Others See Me

Seeing Myself As Others See Me SA7-6
    Student Activity - Seeing Myself As Others See Me

Feelings About Me SA7-7
    Student Activity - Feelings About Me

Two Characters SA7-8

"I'm Proud That I . . ." Line SA7-9

A Picture Is Worth A Thousand Words SA7-10

What's Important To Me SA8-1
Student Activity - What's Important to Me

A Look At Who I Am SA8-2
Student Activity - A Look at Who I Am (Part I - Personal Traits and Values)

I'm Someone Who... . . . . SA8-3
Student Activity - I'm Someone Who. . .

What's Important? SA8-4

What's A Character To Do? SA8-5

Whom I Most Want To Be Like SA8-6
Student Activity - Whom I Most Want To Be Like

The Story of My Life SA8-7
Student Activity - The Story of My Life

The "Me" I'd Like to Be SA8-8
Student Activity - The "Me" I'd Like to Be

Seeing My Best "Me" SA8-9
Student Activity - Seeing My Best "Me"

Self-Esteem: So What? SA8-10

Strength Bombardment SA8-11

What I Do For Fun

Purpose: To provide students with an opportunity to explore how they like to spend their leisure time, that is, what leisure-time activities are the most important and most enjoyable to them.

Teacher Role/Session Sequence:

1. **Ask students** to name some things they like to do in their leisure time. Have several students share examples.

2. **Ask students** why they think knowing how they like to spend their leisure time might be useful or important (if you know what you like to do, you can reward yourself when you've done a good job or accomplished something; when you do things that make you happy, you have more energy; doing what you really like helps you handle difficult times; etc.).

3. **Explain** that they will be exploring how they like to spend their leisure time.

4. **Hand out** Student Activity Sheets SA6-1 (What I Do for Fun) and read instructions with students.

5. **Monitor students** as they work independently on the exercise, answering questions and providing guidance as necessary.

6. **Go over the questions** with the group as a whole, listing several of the answers for each question on the board or a chart. Note commonalties and unique answers as well.

7. **Inform students** that they will be creating a group mural/collage (because it's not restricted to painting or drawing but includes "things") to reflect "what we love to do" as a group. You might want to form groups of students who have similar hobbies, or who like to do the same thing to relax, or like to do the same things on vacation, etc., to work together on and/or gather representative "items" for the mural.

8. **Assign students** the task of collecting and bringing in items that will make the mural interesting and reflect their leisure-time interests (e.g., travel brochures, a bumper sticker, pictures cut from magazines, special paints or marking pens, colored paper, small souvenirs, etc.). Give them time to plan the mural and make lists of things they want to bring in.

9. **Have students** create their mural/collage.

10. **Have students discuss** what they learned and what their experience was like creating the mural/collage together.

Materials Needed: Student Activity Sheet SA6-1 (What I Do For Fun); art supplies; batches of paper.

Additional Tips: Students may give verbal, rather than written, responses to the items on the activity sheet.

Note: This activity may take more than one session.

SA6-1

SELF-AWARENESS — Student Activity NAME: ____________________

What I Do For Fun

Unfinished Sentences: Complete each of the unfinished sentences below with the first thought that comes to your mind. Your answer can be either a positive or negative statement.

1. My hobbies are ____________________

2. The types of things I like to do with other people are ____________________

3. The things I do for fun are ____________________

4. The things I do to relax are ____________________

5. When I need to get away from it all, I ____________________

6. I feel good when ____________________

7. The type of present I would most like to receive would be ____________________

8. If I had an extra $10, I would ____________________

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9. If I had an extra $50, I would ______________________________

____

10. If I had and extra $100, I would ______________________________

____

11. I spend money every week on ______________________________

____

12. Of the things I do every day, I would hate to give up ______________________________

____

13. On vacations, I like to ______________________________

____

14. When I'm alone, I ______________________________

____

15. The happiest day in my life was ______________________________

____

What I'd Like To Be

Purpose: To help students become more self-aware by exploring what they "would like to be."

Teacher Role/Session Sequence:

1. **Explain the purpose** of the session to students and give them an overview of what they will be doing; i.e., using their imaginations to explore their feelings about what they would like to be. They will first share with partners and then with the group, as appropriate.

2. **Introduce the activity** with some examples from your personal experience. For example, you could share with students that if you could be any animal, you would like to be "a tiger because it is brave and strong." Try to get students to think about characteristics of animals, plants, and other things that can also be characteristics of humans. Tell them to think about those characteristics that they would like most to have. Encourage them to have fun with this activity.

3. **Hand out** Student Activity Sheet SA6-2 (What I'd Like To Be) and read instructions with students.

4. **Monitor students** as they work independently on the exercise.

5. **Divide students** into pairs, trying to pair those students you know will work well together. Explain that they may talk about each of the items on the student activity sheet and share their choices and reasons with each other.

6. **Ask for student volunteers** to share their choices and reasons with the class as a whole. Have students then share what item was most fun to answer and what they've learned about themselves.

Materials Needed: Student Activity Sheet SA6-2 (What I'd Like To Be).

Additional Tips: Student Activity Sheets may be used as the basis of verbal sharing instead of as a written activity.

SELF-AWARENESS — Student Activity NAME: ______________________

What I'd Like To Be

If you could be anything in the following categories, what would you be and why? Use your imagination to answer as many of the following as you can.

If I could be any **animal**, I'd be ______________________

because ______________________

If I could be an **insect**, I'd be ______________________

because ______________________

If I could be a **flower**, I'd be ______________________

because ______________________

If I could be a **tree**, I'd be ______________________

because ______________________

If I could be a **building**, I'd be ______________________

because ______________________

If I could be a **food**, I'd be ______________________

because ______________________

If I could be a **piece of furniture**, I'd be ______________________

because ______________________

If I could be any **color**, I'd be ______________________

because ______________________

If I could be a **game**, I'd be ______________________

because ______________________

If I could be a **record**, I'd be ______________________

because ______________________

If I could be a **movie**, I'd be ______________________

because ______________________

If I could be a **TV show**, I'd be ______________________

because ______________________

Knowing Myself

Purpose: To have students expand their self awareness by looking at how they are similar to important others in their lives as well as by thinking about their interests and feelings.

Teacher Role/Session Sequence:

1. **Ask students** if they've ever had the experience of someone saying to them, "You're just like your Uncle Ed" or some other family member. Point out that many of the characteristics we have —both in terms of how we look and our personalities —are inherited from our families. Other characteristics we develop as we experience things in life and decide what we like and don't like.

2. **Explain** that they will do an exercise designed to help them think about both their inherited characteristics and characteristics they have based on their likes and dislikes. **Ask** why they think it might be useful to explore who they are (helps them look at how they became the persons they are, and how they might want to change some of the things they're doing).

3. **Hand out** Student Activity Sheet SA6-3 (Knowing Myself) and read instructions with them.

4. **Monitor students** as they work independently on the student activity sheet. Answer questions and provide guidance as necessary.

5. **Ask students** to share what they learned about themselves in small groups or with the class.

Materials Needed: Student Activity Sheet SA6-3 (Knowing Myself).

Additional Tips: The student activity sheet may be used as the basis for verbal discussion instead of as a written activity.

NAME: ____________________

Knowing Myself

We can get to know ourselves by thinking about how we are like people in our family or people whom we know well. We can also get to know ourselves by thinking about feelings we have and things we like to do. Finishing the sentences below will help you think about these things and get to know yourself better.

I am like my mom or dad because I ____________________

____

I am like my brother or sister because I ____________________

____

I am like a grandparent, aunt, uncle, or cousin because I ____________________

____

I am like a friend or classmate because I ____________________

____

I play ____________________

I watch____________________

I go to ____________________

I enjoy ____________________

I have ____________________

I like to talk about ____________________

I am good at ____________________

I get angry when ____________________

I smile when ____________________

I don't like ____________________

I feel good about ____________________

I am confused when ____________________

I feel better when ____________________

I am embarrassed when ____________________

I want my friends to ____________________

Describing Me

Purpose: To help students define themselves by thinking about a lot of different words they could use to describe themselves.

Teacher Role/Session Sequence:

1. **Explain** to students that they are going to be thinking about who they are and how they would describe themselves.

2. **Introduce the purpose** of today's activity by helping them think of as many words as they can to describe themselves. To help them do this, they will be filling out an activity sheet that uses letters of the alphabet as a way to help them think of words to describe themselves.

3. **Hand out** Student Activity Sheet SA6-4 (Describing Me) and read instructions with students.

4. **Monitor students** as they work independently on the student activity sheet. Answer questions and provide guidance as necessary.

5. **Ask students** to share what they learned about themselves in small groups or with the class.

Materials Needed: Student Activity Sheet SA6-4 (Describing Me); thesaurus or other reference aid for preparing list of possible descriptors for each letter of the alphabet. You may wish to develop a list of descriptors for future use.

Additional Tips: Depending on the group, you may wish to help students think of words by posting, handing out, or having available a list of possible descriptors for each letter of the alphabet, including as many words as possible for each from a thesaurus or other reference aid. Or, you may wish to spend some time as a class generating descriptors before beginning the student activity sheet (this will get students personally involved in generating their own words). Or, students may work on their own, without advanced work on descriptors, and encourage them to use a dictionary or thesaurus. The activity may be done verbally rather than written.

SELF-AWARENESS — Student Activity NAME: ____________________

Describing Me

Describe yourself using at least one (more if you can) word for each letter of the alphabet. Use your imagination and feel free to brag!

A ____________________

B ____________________

C ____________________

D ____________________

E ____________________

F ____________________

G ____________________

H ____________________

I ____________________

J ____________________

K ____________________

L ____________________

M ____________________

N ____________________

O ____________________

P ____________________

Q ____________________

R ____________________

S ____________________

T ____________________

U ____________________

V ____________________

W ____________________

X ____________________

Y ____________________

Z ____________________

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What's Important To Me

Purpose: To provide students with an opportunity to discover what's important to them in life.

Teacher Role/Session Sequence:

1. **Explain to students** that today's session will be spent doing activities that assist them in becoming aware of what's important to them in life.

2. **Hand out** Student Activity Sheet SA6-5 (What's Important To Me — Part I) and read instructions with them. Stress that they not take too long thinking but put down what first comes to mind.

3. **Ask a few students** to share something new that they learned about themselves and/or what item(s) they found particularly difficult to answer.

4. **Tell students** that they are going to do a continuation of the activity in which they think more about what is important to them and why. Ask for a volunteer to answer the first question so as to demonstrate this activity. Then have students complete the sentences in Student Activity SA6-5 (What's Important To Me — Part II).

5. **Have students** share their reactions to the questions in Part II.

6. **Conduct** a general discussion about:

    (a) the value of discovering what's important to you.
    (b) the fact that different people think different things are important.
    (c) the notion that one preference isn't "better" than another, just different.

Materials Needed: Student Activity Sheets SA6-5 (What's Important To Me — Parts I and II).

Additional Tips: The worksheets may be used as the basis for a small or large group discussion, or to take a "poll" followed by discussion.

Notes: These activities may take more than one session.

SELF-AWARENESS — Student Activity NAME: ______________________

What's Important to Me — Part I

Listed below are some questions that will help you see what's important to you. Check your answer in the space provided. If none of the choices is what you'd really prefer, pick the "best" one for you. Don't spend too much time thinking about each item.

1. Which season do you like best?
   ____ winter
   ____ summer
   ____ spring
   ____ fall

2. Where would you rather live?
   ____ on a farm
   ____ in the suburbs
   ____ in the city

3. What would you rather be?
   ____ an only child
   ____ the youngest child
   ____ the oldest child

4. Which pet would you rather be?
   ____ a cat
   ____ a dog
   ____ a goldfish
   ____ a parakeet

5. To whom would you tell a secret?
   ____ your friend
   ____ your teacher
   ____ your parent
   ____ your brother or sister

6. What would you rather do on a Saturday morning?
   ____ sleep late
   ____ play with a friend
   ____ watch TV

7. Which do you least like to do?
   ____ get up in the morning
   ____ go to bed at night
   ____ keep your room clean

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8. Which chore would you rather do?
____ wash the dishes (by hand)
____ dust the furniture
____ take the trash out

9. How would you like to travel on a long trip?
____ by train
____ by plane
____ by ship

10. What would you do if someone hit you?
____ tell the teacher
____ hit him/her back
____ walk away

11. Which kind of present would you most like to get?
____ a surprise present
____ one you already know about
____ one you pick out

12. Which do you like least?
____ a classmate who plays practical jokes on you
____ one who constantly tattles
____ one who gossips about other people

13. Which would be hardest for you to do?
____ to admit you told a lie
____ to tell someone you broke his window
____ to admit you cheated

14. Which would you prefer to marry?
____ a rich person
____ a happy person
____ a famous person

15. Which is worst?
____ to be punished by a teacher
____ to have friends make fun of you
____ to get bad grades on your report card

16. What would you do if your best friend stole some candy from a store?
____ report him/her
____ pretend you didn't see
____ ask him/her to share it with you

SELF-AWARENESS — Student Activity NAME: ______________________

What's Important to Me — Part II

We learn a lot about ourselves by thinking about what we value and why. Think about and complete each of the sentences below.

1. My favorite music is ______________________
because ______________________
2. My favorite family member is ______________________
because ______________________
3. The best thing about school is ______________________
because ______________________
4. My favorite teacher is ______________________
because ______________________
5. The school subject I like best is ______________________
because ______________________
6. The thing I want most to do is ______________________
because ______________________
7. My favorite holiday is ______________________
because ______________________
8. The best place to vacation is ______________________
because ______________________
9. My favorite food is ______________________
because ______________________
10. The thing I like to do best is ______________________
because ______________________
11. The person I would most like to be like is ______________________
because ______________________
12. On a free day, I would most like to ______________________
because ______________________

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Acting On What's Important To Me

Purpose: To provide students with an opportunity to look at what's important to them and to people they admire.

Teacher Role/Session Sequence:

1. **Let students** know they're going to continue to explore what's important to them and to people they admire.

2. **Divide students** into groups of four or five. Do this in whatever way works best for your particular group. Present the following discussion questions (have them written on the board or a chart) and ask students to react to the questions first by thinking about each one to themselves, then jotting down a few notes in response to each, and then by engaging in a discussion with the people in their groups. Give them a few minutes to reflect on the questions and to write notes, and then time to discuss the questions. Let them know that there are no right answers. This is a chance for them to think about and explore what's important to them. Ask one person in each group to be prepared to briefly report on the group's responses.

Discussion Questions:

a) If you won some money in a contest, what would you do with the money? What does your answer tell you about what's important to you?

b) Who are some people you look up to — either people you know or you've heard or read about? What about them do you admire? Are you like them in any way? How? How not? Would you like to be? In what way(s)? Why or why not?

c) If you found a wallet filled with money at Christmas, you thought you knew who had lost it, and your family was starving, what would you do? Would you keep the wallet and money or return them? Why? Would you have any conflict in deciding? What would the conflict be about?

3. **Reassemble the entire group.** Have each group representative briefly summarize his/her group's responses to the questions.

4. **Have students discuss** what they learned.

Materials Needed: Discussion questions written on the board or a chart; paper and pencils for students to take notes.

Additional Tips: Answer the discussion questions for yourself so that you'll be ready if an example is necessary for any of the questions.

Success Sharing

Purpose: To provide students with an opportunity to engage in an activity which enhances their self-esteem.

Teacher Role/Session Sequence:

1. **Divide class** into small groups in whatever way works for you.

2. **Ask students** to share a success, accomplishment, or achievement they had when they were younger — before they started school. Then have them share a success they had between kindergarten and the third grade. Finally, have them share a success that occurred between grades three and six. (Successes may include things like learning to ride a bike, teaching a younger brother or sister something, doing something for the family, etc.)

3. A variation is to **have students share** their greatest success or accomplishment during the past month, this semester, last year, etc.

4. After everyone has shared his/her successes, **have students share** with everyone in the class how they feel.

5. **Ask students** how an activity such as this one affects self-esteem. How could they adapt it to their lives (e.g., they could pick a buddy with whom they would share their successes weekly, etc.)?

Materials Needed: None.

This Song Is Me

Purpose: To have students explore and share "who they are" by identifying and playing a song or album that represents them.

Teacher Role/Session Sequence:

1. **Explain to students** that they will be sharing who they are with their classmates through song.
2. **Ask students** to think about some songs they know that they relate to. Give a personal example. For example, "You've got a Friend," by Carole King might "represent" you if you consider friendships and being a good friend a really important part of who you are.
3. **Have students select** a song that represents them in some way.
4. **Have students plan** how they will share themselves via their song. That is, they may play, sing, or write a portion of a song chosen and then say how and why it represents them. Let them know they will have two to three minutes each.
5. **Have students share** who they are through their songs.
6. **Give students** an opportunity to ask questions of one another about their songs and how they're representative.
7. **Have students share** what the experience was like for them and anything they learned.

Materials Needed: A phonograph, CD player and/or cassette tape player.

Additional Tips: It is recommended that the tone of this session be kept light. The activity is intended to be fun and to allow students to share themselves through their music. Students might be told about this activity in advance so they would have their tape, CD, or record with them.

What's Important To Me

Purpose: To provide students with an activity that will assist them in becoming clearer about what's important to them.

Teacher Role/Session Sequence:

1. **Explain to students** that today's session will be spent doing an activity that will assist them in exploring what's important to them.

2. **Ask students** to discuss how this information might be valuable to them.

3. **Hand out** Student Activity Sheet SA7-2 (What's Important To Me) and read instructions with students. Do the first item with them on the board to demonstrate how to rank order (first and last choices) their answers. Let them know that there is no right way to order these. Stress that they not take too long thinking and that they not get stuck on an item but move on.

4. **Monitor students** as they work independently on the exercise, providing guidance and answering questions as necessary.

5. **Ask some students** to share something new that they learned about themselves and/or what item(s) they found particularly difficult to choose among.

Materials Needed: Student Activity Sheet SA7-2 (What's Important To Me).

NAME: ____________________

What's Important to Me

Listed below are some questions that will help you see what is important to you. Each has three or four answers. Next to the answer that's your first choice, put a "1." Put a "4" next to your last choice. If none of the choices is what you'd really prefer or like least, pick the "best" choices for you. Don't spend too much time thinking about each item.

1. Where would you rather be on a Saturday afternoon?
   ____ in the woods
   ____ at the park playing ball
   ____ at a shopping mall
   ____ at the movies

2. Which season do you like best?
   ____ winter
   ____ summer
   ____ spring
   ____ fall

3. What would you most like to improve?
   ____ your looks
   ____ your personality
   ____ your body

4. Where would you rather live?
   ____ on a farm
   ____ in the suburbs
   ____ in the city

5. Which do you think is most harmful?
   ____ cigarettes
   ____ alcohol
   ____ crack
   ____ marijuana

6. Which would you rather be?
   ____ an only child
   ____ the youngest child
   ____ the oldest child

7. How do you have the most fun?
   ____ alone
   ____ with a large group
   ____ with a few friends

8. To whom would you tell a secret?
_____ your friend
_____ your teacher
_____ your parent
_____ your brother or sister

9. If someone gave you $500, what would you do with it?
_____ save it
_____ give it to charity
_____ buy something for yourself
_____ give it to your parents

10. Which do you least like to do?
_____ get up in the morning
_____ go to bed at night
_____ keep your room clean

11. Which would you most like to do?
_____ play basketball
_____ play video games
_____ read
_____ play soccer

12. How would you most like to travel?
_____ by automobile
_____ by train
_____ by plane
_____ by bus

13. What would you do is someone hit you?
_____ tell the teacher
_____ hit him/her back
_____ walk away

14. Which is the worst?
_____ a shoplifter
_____ a drug pusher
_____ a con man

15. Which kind of present would you most like to get?
_____ a surprise present
_____ one you already know about
_____ one you pick out

16. Which would you least like to be?
_____ very sick
_____ very poor
_____ disfigured

17. Which do you like least?
_____ a classmate who plays practical jokes on you
_____ one who constantly tattles
_____ one who gossips about other people

18. Which would you rather have as a neighbor?
_____ a new boy or girl your own age
_____ a family with a swimming pool
_____ a younger boy or girl who has a horse

19. Which would be hardest for you to do?
_____ to admit you told a lie
_____ to tell someone you broke his window
_____ to admit you cheated

20. What is hardest for you to do?
_____ be quiet
_____ talk in front of a group
_____ talk to the teacher

21. Which would you prefer to marry?
_____ a rich person
_____ a happy person
_____ a famous person

22. How would you rather have your parents punish you?
_____ by grounding you
_____ by not letting you watch TV
_____ by lecturing you

23. Which is the worst?
_____ to be corrected by a teacher in front of everyone
_____ to have friends make fun of you
_____ to get bad grades on your report card

24. What would you do if your best friend stole candy from a store?
_____ report him/her
_____ pretend you didn't see
_____ ask him/her to share it with you

Acting On What's Important To You

Purpose: To provide students with an opportunity to look at what's important to them, and to explore actions they would or wouldn't take as a result of what's important to them.

Teacher Role/Session Sequence:

1. **Let students know** that they will be considering what's important to them and actions they'd take based on some hypothetical (explain, if necessary) situations.

2. **Divide students** into groups of four or five. Do this in whatever way works best for your particular group. Present the following discussion questions (have them written on the board or a chart) and ask students to react to the questions first by thinking about each one to themselves, then by jotting down a few notes in response to each, and then by engaging in a discussion with the people in their group. Give them a few minutes to reflect on the questions and to write their notes, and time to discuss the questions. Let them know that this isn't about right answers but is a chance for them to think about and explore values and determine for themselves the merit of knowing theirs. Ask one person in each group to be prepared to briefly report on the group's responses.

   Discussion Questions:

   The circumstances are that you are saving to buy your grandmother a sweater for her birthday. She is very poor and really needs the sweater. You almost have enough money. Then . . . .

   a) You are at a friend's house. You see a $5 bill sticking out from under a stack of papers on the kitchen counter. Would you take it? Why or why not?

   b) You're in the grocery store. The person in front of you reaches into his pocket and pulls out his wallet. A $5 bill falls out of his pocket. The man doesn't notice. Would you keep it or give it back? Why?

   c) You buy a hamburger at a fast food restaurant. The cashier gives you a $5 bill in change instead of the $1 you should get. Do you give back the money? Why or why not?

   d) You're in a shopping mall and find a purse on a bench. No one is around. There is a $10 bill in the pocket of the purse. Do you keep the purse and the money, just the money, or turn it all in to the lost and found? Why?

   e) What, if anything, about the situations made it harder or easier for you to decide what to do? What are the conflicts you had to decide between in the situations above? How do you choose when there's such a conflict?

f) If none of the options is one you could choose, what would be some other options?

3. **Reassemble the entire group**. Have each group representative briefly summarize his/her group's responses to the questions.

4. **Have students share** what they learned from this activity.

Materials Needed: Discussion questions written on the board or a chart; paper and pencils for students to take notes.

Additional Tips: Answer the discussion questions for yourself so that you'll be ready if an example is necessary for any of the questions.

Completely Me

Purpose: To have students gain insight about themselves.

Teacher Role/Session Sequence:

1. **Inform students** that today's activity should give them some insights about themselves.
2. **Hand out** Student Activity Sheet SA7-4 (Completely Me) and read instructions with students.
3. **Monitor** students as they work independently on the exercise, providing guidance and answering questions as necessary — OR — have students use the sheet as the basis for paired sharing or small group discussion.
4. **Ask for volunteers** to share their favorite sentence completion and tell why they are their favorites.
5. **Have students share** what they learned and any feelings they have about the activity.

Materials Needed: Student Activity Sheet SA7-4 (Completely Me).

SELF-AWARENESS — Student Activity NAME: ____________________

Completely Me

Incomplete sentences allow you to get more insight into yourself when you complete them with whatever pops into your head first. Complete the sentences below with the first thing that comes to your mind.

1. I am happiest when I ____
2. The best thing about me is ____
3. The worst thing about me is ____
4. My favorite ____________ is ____
5. If I could have one wish, it would be ____
6. I get angry when ____
7. A thought I keep having is ____
8. Something I've never told anyone about before is ____
9. I feel important when ____
10. I don't like to ____
11. I seem to get my way when ____
12. The thing I'm most concerned with is ____

13. I am ____

____

14. If I were president, the first thing I would do is ____________________

____

15. One question I have about life is ______________________________

____

How Others See Me

Purpose: To help students explore their perceptions about how others see them and help them compare how these perceptions are similar to or different from the way they see themselves.

Teacher Role/Session Sequence:

1. **Explain** that students will be exploring how they think others see them and how this compares to the way they see themselves.

2. **Guide discussion** around the question of: Why do you think it might be important to look at the similarities and differences between how you see yourselves and how others see you? (A person learns more about himself/herself, sees the type of self-image he/she is conveying to others, discovers when there's a discrepancy between how he/she sees himself/herself and how others see him/her, deepens his/her understanding about how people's minds construct information about themselves, and learns how to control or change those things with which he/she is displeased, etc.)

3. **Hand out** Student Activity Sheet SA7-5 (How Others See Me) and read instructions with the students. Emphasize that students need to be creative and come up with at least one word (positive or negative) for each letter of the alphabet. Brainstorm some examples with the group before they work on their own or in pairs.

4. **Monitor students** as they work independently on the activity. Answer questions and provide guidance as necessary. If students appear to be having difficulty coming up with words, suggest that they may use a dictionary or a thesaurus.

5. **Ask students to share** what they learned about themselves. Are there ways that others see them that is very different from how they see themselves? If so, how do they feel about that?

Materials Needed: Student Activity Sheet SA7-5 (How Others See Me).

Additional Tips: You may wish to spend some time before the session generating some possible self-descriptors and creating a sample list.

SELF-AWARENESS — Student Activity NAME: ____________________

How Others See Me

Describe yourself as you think others see you. Write as many positive and negative words as you can for each letter.

A ______________________________

B ______________________________

C ______________________________

D ______________________________

E ______________________________

F ______________________________

G ______________________________

H ______________________________

I ______________________________

J ______________________________

K ______________________________

L ______________________________

M ______________________________

N ______________________________

O ______________________________

P ______________________________

Q ______________________________

R ______________________________

S ______________________________

T ______________________________

U ______________________________

V ______________________________

W ______________________________

X ______________________________

Y ______________________________

Z ______________________________

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Seeing Myself As Others See Me

Purpose: To help students explore how they think others see them and how this compares to their own view of themselves.

Teacher Role/Session Sequence:

1. **Explain** that today's session will help them think about how others see them — specifically, other significant people like family, close friends, and teachers.

2. **Guide discussion** around the following question: How do you think people who are close to you would describe you versus people who don't know you as well? (People who are closer to us sometimes see us more like we see ourselves, but other times, they may not. Sometimes people get a strong idea about what we are like that may not be true but, on the other hand, sometimes people see things in us that we don't see or only have the potential to develop, etc.)

3. **Hand out** Student Activity Sheet SA7-6 (Seeing Myself As Others See Me) and read instructions with the students. Emphasize that they should be really honest with themselves and think about differences between the way they, versus other significant people in their lives, might describe them. They will have to do Part II outside of class.

4. **Monitor students** as they work independently on the activity. Answer questions and provide guidance as necessary.

5. **Have students discuss** what they learned about themselves and any feelings they had about their answers.

Materials Needed: Student Activity Sheet SA7-6 (Seeing Myself As Others See Me).

Note: This activity will take more than one session.

SELF-AWARENESS - Student Activity Name:______________________________

Seeing Myself As Others See Me

I. Read the list of characteristics below. How do you see yourself? Check those characteristics you think you have. How about other people? Write "yes" if you think the person sees you this way. Write "no" if you think the person doesn't see you this way.

	Yourself	Friend	Teacher	Parent
Neat and clean				
Happy				
Funny				
Hard working				
Trustworthy				
Good				
Smart				
Helpful				
Talkative				
Brave				
Angry sometimes				
Good listener				
Feel sad a lot				
Fast mover				
Follow rules				
Like to play with others				

II. Ask the following people to describe how they see you in general:

A good friend ______________________________

A classmate______________________________

A neighbor ______________________________

Feelings About Me

Purpose: To help students explore the things that others say and do that impact their feelings about themselves.

Teacher Role/Session Sequence:

1. **Let students know** that today's session will be about exploring what others say and do that results in their feeling good or not so good about themselves.

2. **Hand out** Student Activity Sheet SA7-7 (Feelings About Me) and read instructions with the students.

3. **Monitor students** as they work independently on the activity sheet. Answer questions and provide guidance as necessary.

4. **Have students** who are comfortable enough share some of their responses.

5. **Conduct a discussion** about things they can do when they notice themselves feeling not so good about what others say or do (e.g., they can notice that it is their own thoughts about what the other person said or did that really causes them to feel badly; etc).

Materials Needed: Student Activity Sheet SA7-7 (Feelings About Me).

Additional Tips: If time permits, a group discussion about what students have learned is good to help them understand that some of their views differ from others and some are similar to others' views; and that they can choose to change or alter their views.

SELF-AWARENESS — Student Activity NAME: ____________________

Feelings About Me

It's natural to think about, and even worry about, what other people think about us. Write down the things other people do or say that make you feel **good** about yourself and **not so good** about yourself.

Things that make me feel good about myself:

1. Things my friends do: ____________________
2. Things my parents do: ____________________
3. Things my friends say: ____________________
4. Things my parents say: ____________________

Things that make me feel not so good about myself:

1. Things my friends do: ____________________
2. Things my parents do: ____________________
3. Things my friends say: ____________________
4. Things my parents say: ____________________

Two Characters

Purpose: To help students explore what's important to them by identifying with other people's achievements and characteristics.

Teacher Role/Session Sequence:

1. **Ask students**, "If you could not be yourself but could be someone else, who would you most like to be?"

2. **Have students write** the name of a person chosen from real life, fiction, the news, movies, literature, cartoons, history, etc.; a brief description of that person; and a short explanation of why they would like to be like that person.

3. Then, **have students write** the name of a character they would least like to be like, a brief description of that character, and a short explanation of why.

4. **Divide students** into groups of four or five. Students then take turns sharing their "characters" with their group and explaining their selections. If you prefer, students can do steps two and three verbally in their small groups, rather than writing their responses.

5. **Reassemble the entire class** and ask some of the following questions: Were the characters you picked the same sex as you are? Would your parents or best friend be able to guess whom you picked? Would your choices have been different a year ago? How does this exercise relate to what's important to you?

Materials Needed: Paper and pencils for students to write their two characters and explanations.

Note: This activity could be expanded by taking the class to the library or having biographical dictionaries and other materials on hand for students to "look up" the person they would like to be.

"I'm Proud That I . . ." Line

Purpose: To provide students with an activity in which they will experience a positive self-concept.

Teacher Role/Session Sequence:

1. **Have students form** a line. Then, **ask each student** to make a statement about something he/she is proud of regarding a particular area of behavior. Some topic areas include:

   Things you've done in school
   Things you've done for your parents
   Things you've done for your friends
   A skill you've accomplished
   What you're proudest of in your life
   Something you didn't think you could do but did
   Something you made

2. **Pick a topic** and have students start by saying, "I'm proud that I . . . ," filling in what he/she is proud of about that topic. If a student can't think of something he/she is proud of, other students may be able to supply something (from their knowledge of the student).

3. **Do** as many iterations of the "I'm proud that I . . ." line as time permits.

4. Before the end of the session, **have students share** how they feel. What value do they see in acknowledging and sharing what they're proud of? How does it relate to how they see themselves?

Materials Needed: None.

Additional Tips: Perhaps students would like to institute a weekly "I'm proud that I . . ." line — when they share something they're proud of from the previous week or maybe a "We're glad/proud that we . . ." bulletin board for the class.

A Picture Is Worth A Thousand Words

Purpose: To have students explore the image the public has of adolescents.

Teacher Role/Session Sequence:

1. **Have students** cut out and bring in (or you can supply magazines and newspapers so they can do it in class) ads and articles that portray adolescents either positively or negatively. They might also note the "press" adolescents get on TV.

2. **Let students** know that they will share the ads and articles they found. They will (1) share the ad, article, or picture —show and "interpret" it (e.g., this article talks about a boy rescuing a puppy from drowning; or this picture shows a girl smoking); (2) tell how they feel about such a portrayal; and (3) post it on the bulletin board. Give students a few minutes to think about what they want to say.

3. **Have each student share** his or her ad or article, tell how he or she feels, and post the ad or article.

4. **Ask students** who have examples from TV to share these.

5. **Have students discuss** how they feel about the various portrayals, how they think the public views adolescents, what they learned, and any actions they might take.

Materials Needed: Magazines and newspapers; scissors; a blank bulletin board; pins or tacks.

What's Important To Me

Purpose: To have students begin to look at what's important to them by exploring preferences.

Teacher Role/Session Sequence:

1. **Inform students** that they'll be doing an activity that will help them get to know what's important to them. Knowing what's important can help them make choices that are consistent.

2. **Hand out** Student Activity Sheet SA8-1 (What's Important To Me) and read instructions with them. Do the first item on the board with them to demonstrate how to rank-order their answers. Let them know that there is no right way to rank-order these. Stress that they not take too long thinking and if they get stuck on an item to move on.

3. **Monitor students** as they work independently on the exercise, providing guidance and answering questions as necessary.

4. **Ask students** to share something new that they learned about themselves and/or what item(s) they found it was particularly difficult to rank order.

Materials Needed: Student Activity Sheet SA8-1 (What's Important To Me).

SELF-AWARENESS — Student Activity NAME: ____________________

What's Important to Me

Listed below are some questions that will help you see what's important to you. Each has three or four answers. Rank order your choices with "1" being your first choice, "2" your next choice, and "3" or "4" your last choice. If none of the choices is what you'd really prefer, pick the "best" choice for you. Don't spend too much time thinking about each item.

1. How late should thirteen- or fourteen-year-olds be allowed to stay out on a weekend night?
    ____ 10 P.M.
    ____ 12 P.M.
    ____ it's up to them

2. Where would you rather be on a Saturday afternoon?
    ____ in the woods
    ____ at the park playing ball
    ____ at a shopping mall
    ____ at the movies

3. If you were President, which would you give the highest priority

    ____ space program
    ____ poverty/homeless program
    ____ defense program
    ____ education program

4. Whom would you rather marry? A person with
    ____ intelligence
    ____ personality
    ____ good looks
    ____ a great body

5. Which do you think is most harmful?
    ____ cigarettes
    ____ alcohol
    ____ crack
    ____ marijuana

6. When you worry about your grades, whom do you think about?
    ____ yourself
    ____ your parents
    ____ pleasing the teacher
    ____ getting into college

7. Which would be your job preference?
    ____ hard and dirty work at $10 per hour
    ____ clean and easy work at minimum wage
    ____ dirty but easy work at $1.00 per hour more than minimum wage

8. How do you have the most fun?
____ alone
____ with a large group
____ with a few friends

9. Which would you most like to improve?
____ your looks
____ your personality
____ your body

10. Which type of teacher do you prefer?
____ strict but little homework
____ strict but much homework
____ easy-going but much homework
____ easy-going but little homework

11. To whom would you tell a secret?
____ your friend
____ your teacher
____ your parent
____ your brother or sister

12. Which do you think more money should be spent on?
____ moon shots
____ homes for the homeless
____ cure for cancer
____ cure for AIDS

13. If someone gave you $500, what would you do with it?
____ save it
____ give it to charity
____ buy something for yourself
____ give it to your parents

14. Which would you most like to be?
____ owner of a small business
____ employee in a large corporation
____ employee in a small business

15. Which do you least like to do?
____ get up in the morning
____ go to bed at night
____ keep your room clean

16. If you could be any person, who would you be?
____ President of the U.S.
____ top athlete in the country
____ a famous movie star
____ person who discovers cure for cancer

17. Which is the worst?
_____ a shoplifter
_____ a drug pusher
_____ a con man

18. With which great gift would you rather be born?
_____ a beautiful singing voice
_____ great artistic ability
_____ skill with your hands

19. Which would you least like to be?
_____ very sick
_____ very poor
_____ disfigured

20. What makes you happiest?
_____ getting all A's and B's on your report card
_____ taking a special trip with your friends
_____ having the week off school

21. What makes you most angry?
_____ a teacher who treats you without respect
_____ a friend who won't listen to your side of an argument
_____ a brother/sister won't leave you and your friends alone

22. How would you rather have your parents punish you?
_____ by grounding you
_____ by not letting you watch TV
_____ by lecturing you

23. What is hardest for you to do?
_____ be quiet
_____ talk in front of a group
_____ talk to the teacher

24. Which is most important to you?
_____ to work hard for your future
_____ to really know yourself
_____ to do something that helps others

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A Look At Who I Am

Purpose: To have students look at who they are by exploring their personal traits and what's important to them.

Teacher Role/Session Sequence:

1. **Inform students** that they will explore what's important to them and some personal traits.
2. **Hand out** Student Activity Sheet SA8-2 (A Look At Who I Am) and read instructions with them.
3. **Monitor students** as they work independently, providing guidance and answering questions as necessary.
4. **Divide students** into pairs (in whatever way works best for your group) and have them choose five items (these may be the ones they feel safest sharing, those that most surprised them, the ones they think their partner would find most interesting, etc.) and share these with their partner.
5. **Have students** share what they learned about themselves and notice what things they had in common with many or few others.

Materials Needed: Student Activity Sheet SA8-2 (A Look At Who I Am).

Additional Tips: You may prefer to do this as a verbal activity. Either way, be sure to assure students about the confidentiality of their responses where you are concerned.

SELF-AWARENESS — Student Activity NAME: ______________________

A Look At Who I Am
(Personal Traits and Values)

Unfinished Sentences: Complete each of the unfinished sentences below with the first thought that comes to your mind. Your answer can be either a positive or negative response.

1. I believe ______________________
2. If I were five years older ______________________
3. I am most interested in ______________________
4. My bluest days are ______________________
5. I am best at ______________________
6. I get angry when ______________________
7. I have accomplished ______________________
8. In school I do best when ______________________
9. What I want most in life is ______________________
10. I have difficulty trying to deal with ______________________
11. I am ______________________
12. I used to be ______________________

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13. If I had it to do all over again, I would ______________________________

____

14. My greatest strength is ______________________________

____

15. I need to improve most in ______________________________

____

16. I am most concerned about ______________________________

____

17. I consider it risky to ______________________________

____

18. I have never liked ______________________________

____

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I'm Someone Who...

Purpose: To give students a chance to become aware of themselves and some choices they do or may make.

Teacher Role/Session Sequence:

1. **Inform students** of the purpose of the session.
2. Handout Student Activity Sheet SA8-3 (I'm Someone Who . . .). **Have students** complete the worksheet.
3. Conduct a discussion about each of the items on the worksheet. **Have some students share** their responses. For each, have them discuss the general and/or specific ramifications of a "yes," "no", or "maybe" response.

Materials Needed: Student Activity Sheet SA8-3 (I'm Someone Who . . .).

SELF-AWARENESS — Student Activity NAME: ____________________

I'm Someone Who . . .

Answer "yes", "no", or "maybe" for each question by circling either Y, N, or M. Don't spend time thinking about each question. Your answer should be the first word — yes, no, or maybe — that comes into your mind.

Are you someone who . . .

Y N M 1. will probably never be a smoker?

Y N M 2. is likely to get fat?

Y N M 3. is likely to get in trouble with the law?

Y N M 4. has a very strong conscience?

Y N M 5. may develop a drinking problem?

Y N M 6. locks all doors and windows when home alone?

Y N M 7. can't resist a bakery?

Y N M 8. is likely to use drugs?

Y N M 9. always wears seat belts?

Y N M 10. studies hard for exams?

Y N M 11. is almost always on time?

Y N M 12. doesn't care much about food?

Y N M 13. cheats on exams?

Y N M 14. can be trusted?

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What's Important?

Purpose: To provide students with an opportunity to look at what's important to them, explore what happens when such things are in conflict, and speculate how what's important to them changes or stays the same as they mature.

Teacher Role/Session Sequence:

1. **Explain** that today's session will give students a chance to think about what's important to them, explore what happens when these things are in conflict, and look whether or not what's important changes over time.

2. **Divide the students into groups** of four or five. Do this in whatever way works best for your particular group. Present the following discussion questions and ask students to react to the questions first by thinking about each one to themselves; then jotting down a few notes in response to each; and then by engaging in a discussion with the people in their group. Give them about five to ten minutes to reflect on the questions and write their notes and about ten minutes to discuss the questions. Let them know there are no wrong answers. Ask that one person in each group to be ready to briefly report on the group's responses later. Share the following example of important things being in conflict:

   Discussion Questions:

   a) What if your were really poor, your family had no money for a Thanksgiving dinner, and you found a $50 bill that someone just ahead of you in line dropped on the ground. What would you do? In this example, honesty and love/loyalty to your family might both be important and, therefore, in conflict.

   b) Have you ever made a choice that was in conflict with what's important to you? What was the situation? Did you know there was a conflict at the time? How did it happen? How did you feel about the situation?

   c) Has what's important to you changed over the years? Has it stayed the same? What kinds of things change? What kinds stay the same?

   d) Does what's important to one generation become outdated in the next?

3. **Reassemble the entire group.** Have each group representative briefly summarize his/her group's responses to the questions.

4. **Have students share** what they've learned and any insights they had and actions they might take.

Materials Needed: Discussion questions written on the board or chart; paper and pencils for students to take notes.

Additional Tips: Answer the discussion questions for yourself so that you'll be ready if an example is necessary for any of the questions.

What's A Character To Do?

Purpose: To explore what happens when things that are important to us come into conflict with each other.

Teacher Role/Session Sequence:

1. **Inform students** that today they will consider what happens when things that are important to them come into conflict with each other by looking at such instances experienced by fictional characters.

2. **Ask students,** "Who can think of a TV show, movie or book in which one of the characters has a conflict?" When someone shares an appropriate example, **demonstrate** what they will be doing individually by asking the student to describe the situation fully (if he/she hasn't already), point out what is in conflict, and how the conflict is resolved.

3. **Tell students** that their job is to (1) think of an example of another TV show, movie, or book with a character that has a conflict between or among things important to him or her; (2) describe the situation; (3) identify what's in conflict; (4) describe how the conflict is resolved; and (5) say whether they agree with the character's choice and why — or disagree, why, and what they would do instead.

4. **They may work** independently, in pairs, or in small groups (whatever you determine is most appropriate for your group).

5. **Have a few students share** their examples with the whole group or, if they worked in groups, have each group share.

6. **Ask students** why they think becoming aware of how others handle such conflicts might be useful (they can learn what works and doesn't work from others —before they get into such a situation; they will become aware of issues they might confront and see what's important to them regarding these issues; etc.).

7. **Suggest** that students be aware of such conflicts as they are watching movies and TV and reading books.

Materials Needed: Paper and pencils for students to write about their character.

Note: A pre-discussion on what a conflict is, and whether it is always bad, or might be useful.

Whom I Want Most To Be Like

Purpose: To have students begin to explore what's important to them through their heroes.

Teacher Role/Session Sequence:

1. **Let students know** that today they will be exploring what's important to them through an activity in which they and a partner will interview one another about someone who is a hero or role model for them.

2. **Hand out** Student Activity Sheet SA8-6 (Whom I Want Most To Be Like) and read instructions with students.

3. **Pair students,** in whatever way works best for you and your group. Have students interview one another, answering the questions on the activity sheet. **Tell them** that if there's important information not asked by the questions, to be sure to let their "interviewer" know and have him/her write it on the back of the student activity sheet.

4. **Monitor students** as they work together on the activity, providing guidance and answering questions as necessary.

5. **Suggest that the pairs** become "buddies" to follow up on whether their partner did what he/she said he/she would do to become more like the hero or model.

6. **Have students discuss** what they learned and specific actions they will take.

Materials Needed: Student Activity Sheet SA8-6 (Whom I Want Most To Be Like).

NAME: ____________________

Whom I Want Most To Be Like

We can find out a lot about ourselves and what's important to us in life by noting who our heroes or role models are and by looking at their qualities and what they do in their lives. Interview a classmate with the following questions. Then have him/her ask you the same questions.

1. Who is your hero or role model?
   Your classmate: ____________________
   You: ____________________
2. What special thing has this person done?
   Your classmate: ____________________
   You: ____________________
3. What qualities do you admire most about this person?
   Your classmate: ____________________
   You: ____________________
4. How has this person helped you or affected you or your life?
   Your classmate: ____________________
   You: ____________________
5. How are you like this person?
   Your classmate: ____________________
   You: ____________________
6. How are you different from this person?
   Your classmate: ____________________
   You: ____________________
7. In what ways (that you're not now) would you like to be like this person?
   Your classmate: ____________________
   You: ____________________
8. If you could be like this person, what would you do in/with your life?
   Your classmate: ____________________
   You: ____________________
9. What are some things you'd have to *do* to be more like the person?
   Your classmate: ____________________
   You: ____________________
10. What is one thing you *will do* toward being more like the person and *by when* will you do it?
    Your classmate: ____________________
    You: ____________________

The Story of My Life

Purpose: To help students explore the ways in which they would like to see themselves and how they can begin to create a "dream" they would like to come true in their lives.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever had "dreams" for themselves that have come true, and, if so, to share these dreams with the class.

2. **Explain** that most of us can recall experiences of little dreams coming true (e.g., getting something we wanted, going somewhere we've wanted to go) and that when we think about it, we usually did something to help make that dream come true. It works the same way with bigger dreams, such as what we want to come true in our lives. The first step in helping these bigger dreams come true is to think about and get clear about these dreams.

3. **Hand out** Student Activity Sheet SA8-7 (The Story of My Life) and tell students that this activity will help them begin to define some dreams for their lives. Emphasize that in completing this activity sheet, they should use their imagination and really try to get in touch with what they would like to have happen in their lives.

4. **Engage students** in a discussion about what they found meaningful about this activity. Elicit responses about how easy or difficult it was for them to think into the future.

Materials Needed: Student Activity Sheet SA8-7 (The Story of My Life).

SELF-AWARENESS — Student Activity NAME: ______________________

The Story of My Life

Things we think about and goals we make for ourselves often come true. That's because we dream about them and imagine them really happening. Write a "dream" or story that you'd like to have come true in your life. Write it like an autobiography — as if it's already happened. Fill in this form before you begin to write and focus your thinking.

In the year ______, I was born in ____(city).

Even as a child, I really liked to ____

and ____.

I wanted to become the best ____.

As a teenager, I liked to ____

and ____.

In school my favorite subjects were ____

and ____.

When others tried to get me to do things I didn't want to do, I ____________________

____.

I saw myself as ____.

Others saw me as a person who ____.

When I got close to graduating from high school, I decided to ___________________.

because ____.

When I was 20, I ____.

When I was 30, I ____.

In fact, I became the kind of person ____

____.

The most important things I accomplished were _______________________________

____.

The most important people in my life were ___________________________________

____.

The ways I am different from the way I am now are ____________________________

____.

The "Me" I'd Like to Be

Purpose: To help students explore the person they would like to become by thinking up different words they could use to describe themselves in the future.

Teacher Role/Session Sequence:

1. **Explain** to students that they are going to be thinking about the person they would like to become in the future.
2. **Introduce the purpose** of today's activity by helping them think of as many words as they can to describe how they would like to be in the future.
3. **Hand out** Student Activity Sheet SA8-8 (The "Me" I'd Like to Be) and read instructions with students. Emphasize that students are to use positive words and that they may refer to a dictionary or thesaurus as necessary.
4. **Monitor students** as they work independently on this activity sheet. Answer questions and provide guidance as necessary.
5. **Ask students** to share what they learned about themselves in small groups or with the class.

Materials Needed: Student Activity Sheet SA8-8 (The "Me" I'd Like to Be).

SELF-AWARENESS — Student Activity NAME: ____________________

The "Me" I'd Like to Be

Think about words — starting with each letter of the alphabet — that you could use to describe the "Me" I'd Like to Be. Use your imagination. Don't hold back. Create your best possible future self!

A ____________________

B ____________________

C ____________________

D ____________________

E ____________________

F ____________________

G ____________________

H ____________________

I ____________________

J ____________________

K ____________________

L ____________________

M ____________________

N ____________________

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Y ____________________

Z ____________________

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Seeing My Best "Me"

Purpose: To help students explore the way they see themselves and how their thinking influences whether they see themselves positively or negatively.

Teacher Role/Session Sequence:

1. **Explain the purpose** of today's session and that students will be working individually and in small groups to look at how they see themselves and how their thinking contributes to what they see.

2. **Ask students** if they know how they influence how they see and feel about themselves. (They think thoughts about what they do, how they look, how they should be, etc. They, then, react to these thoughts. If the thoughts are positive, they feel good about themselves; if they're negative, they feel badly).

3. **Hand out** Student Activity Sheet SA8-9 (Seeing My Best "Me") and read directions with students. Have students finish the activity and then share their responses in small groups.

4. **Have students** then share real life experiences they've had where their thoughts influenced how they saw and felt about themselves.

5. Before the end of the class period, **have students reassemble** into a large group and **share** what they learned.

Materials Needed: Student Activity Sheet SA8-9 (Seeing My Best "Me").

SELF-AWARENESS — Student Activity NAME: ____________________

Seeing My Best "Me"

The examples given below are about kids like yourselves. Some of them see themselves positively and some of them see themselves negatively. Identify what each character in the example *is doing* or *can do* to see him or herself positively.

Example 1: Jennifer was having trouble in her math class. They were into algebra and she just couldn't get the hang of it. She had asked the teacher for help, but she still didn't understand. "I'm just stupid," she thought. "I've never been able to understand numbers. There's just no use trying."

What *can* Jennifer do to see herself positively? ____________________

____

Example 2: Tim had worked really hard on his science project and was proud of the job he had done. When his science teacher handed out the grades for the project, Tim was shocked to see that he had gotten a C. "I should have at least gotten a B on this ," he thought. "That's not fair. I'm going to talk to my teacher about this and see why she gave me such a low grade. I'm not the best student in this class, but I know I should have gotten a higher grade."

What *did* Tim do to see himself positively? ____________________

____

Example 3: Jackie hated her hair. It was fine and limp and, no matter what she tried to do with it, it never looked right. "I wish I had Tina's hair. I'm so ugly, I might as well shave my head. I hate myself."

What *can* Jackie do to see herself positively? ____________________

____

Example 4: Kevin had always been the shortest boy in his class. Now that he was 14, it was even worse. All the rest of the boys were at least six inches taller than he. "When am I ever going to get taller? he said to himself. "What if I never grow? I guess I'm going to have to live with this. There's no sense being miserable over something I can't change."

What *did* Kevin do to see himself positively? ____________________

____

Self-Esteem: So What?

Purpose: To help students explore the role of self-esteem in their life.

Teacher Role/Session Sequence:

1. **Conduct a discussion** about self-esteem. What is it? What is its role in life? Suggest that self-esteem is something we're born with and that our negative thoughts, beliefs, and attitudes can get in the way of our experiencing our natural self-esteem.

   a) What does self-esteem have to do with the decisions you make, goals you set for yourself, and the way you solve problems?

   b) Discuss and debate the following statement: "Poor self-esteem causes negative social behavior."

   c) What events in your life have had an effect, positively or negatively, on your self-esteem?

   d) If self-esteem has its roots inside us, and if someone who's fat, or ugly, or not very intelligent can have high self-esteem in spite of being teased, what difference does it make whether we put one another down or build each other up?

   e) What can happen when your self-esteem is based on something that won't last, like athletic ability and beauty?

2. **Have students share** what they learned and any insights they had.

Materials Needed: None.

Strength Bombardment

Purpose: To provide students with an opportunity to participate in an activity that enhances positive feelings about themselves.

Teacher Role/Session Sequence:

1. **Inform students** that today's activity is meant to have them all feeling good about themselves.

2. **Divide students** into groups of four to six students in whatever way works for you.

3. **Tell students** about the activity they'll be doing (see step number four). Spend a few minutes discussing the kinds of strengths that people can have and listing words (on the board) that represent those strengths. (Examples might include areas of abilities, physical attributes, or personality characteristics, e.g., good at math, nice hair, kind to others, etc.)

4. **Have groups focus** on one person at a time and "bombard" him/her with all the strengths they see in him/her (only positive assets allowed). The person being bombarded remains silent until the group is finished. Have a student in each group record the strengths and give the list to the person when the group's "bombardment" is complete.

5. **Have the groups** as a whole **discuss** how they felt when they were being bombarded, afterwards, and when they were doing the bombarding. Which was the easiest?

6. **Ask students** how an activity like this relates to self-esteem (when people think positive things about themselves and feel good, they become connected to their natural state of self-esteem).

Materials Needed: None.

PERSONAL RESPONSIBILITY — Teacher Guide

Who's in Charge Here? PR6-1
    Student Activity - Who's In Charge Here

Putting Me in Charge PR6-2

My Actions and Other's Feelings PR6-3
    Student Activity - My Actions and Other's Feelings

Everybody Wins with Trust PR6-4

Who Has Control? PR7-1
    Student Activity - Who Has Control?

The Effects of My Actions on Others PR7-2

Guess What Happens Next! PR7-3
    Student Activity - Guess What Happens Next!

The Self-Fulfilling Prophecy PR8-1

Turning Things Around PR8-2
    Student Activity - Turning Things Around

Our Project PR8-3

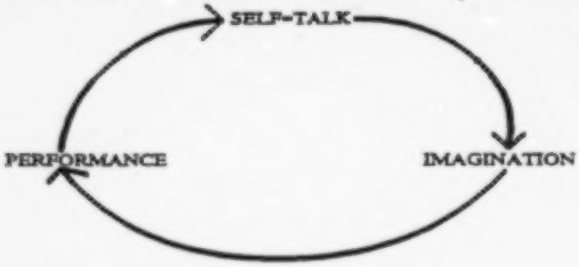
Who's in Charge Here?

Purpose: To help students explore the concept of "self-fulfilling prophecies," how they operate in people's lives, and how knowing about them can help a person take control.

Teacher Role/Session Sequence:

1. **Explain** to students that today they will be doing an exercise to help them understand a process that can help them take control of their lives. Ask the class if anyone has ever heard of the "self-fulfilling prophecy." Tell students that a prophecy is something that we think will happen in the future, and that we can use what we say to ourselves and what we imagine for ourselves to work for us or against us. For example, if we tell ourselves that we are a failure and we imagine ourselves failing, we probably will fail. On the other hand, if we tell ourselves that we are capable of succeeding and imagine ourselves succeeding, we probably will succeed.

2. **Draw this picture** on the blackboard which shows the way "Self-Fulfilling Prophecy" works:



3. **Explain** that students will be working on an activity that asks them to predict what will happen to a cartoon character based on what he says to himself and imagines about himself. They draw their prediction in the last frame of the cartoon.

4. **Hand out** Student Activity Sheet PR6-1 (Who's in Charge Here?) and read instructions with them.

5. **Monitor students** as they work independently on the activity sheet. Answer questions and provide guidance as necessary.

6. **Have a few students** share their "predictions."

7. **Discuss with students** what other thoughts Andy might have had that would have led to a different outcome.

8. **Relate the concept** of self-fulling prophecy to life by sharing a personal example and having some students share examples as well.

Materials Needed: Student Activity Sheet PR6-1 (Who's in Charge Here?).

PERSONAL RESPONSIBILITY - Student Activity Name:______________________

Who's in Charge Here?

The following frames tell what "Andy Cat" is thinking and feeling. What do you think will happen to him? Draw a picture for each description in the frames below. Then draw your best guess of what will happen to Andy Cat.

1. Picture of Andy Cat thinking to himself: "That garbage can sure does smell good. I bet there are some great fish bones in there!"	2. Picture of Andy Cat imagining some delicious looking fish bones wrapped in paper in the garbage can.
3. Picture of Andy Cat thinking to himself: "There's no way I'll ever be able to get that fish. I'm sure I'll fall into the can or tip it over and another cat will get the bones."	4. Picture of Andy Cat imagining falling into the can and/or another cat running off with the bones.
5. Picture of Andy Cat saying to himself: "Well, I'm going to try it anyway . . ."	6. Draw a picture of what you think happens to Andy Cat.

Putting Me in Charge

Purpose: To help students understand that what they say to themselves can help them to be in control of their lives and to think through the consequences of positive and negative self-talk and self-images.

Teacher Role/Session Sequence:

1. **Explain** to students that today's topic is about helping them see how they can be in charge in their lives. Tell them that they will be working in small groups to create stories about (a) kids who never seem to be happy or get what they want and (b) kids who seem to be happy and not have much trouble getting what they want.

2. **Guide a discussion** around the following issues: How does it feel to have others always telling you what to do? Is it possible to feel good about yourself and be happy even when you are still young and have to do many things your parents or other adults want you to do? How might that be possible?

3. **Explain** that their stories should be about two different people in the same situation. The first person says a lot of negative things about him/herself and imagines the worst; the second person thinks positively and has positive images. The students' job is to pick a situation that is real to them and describe what happens to each person. Some examples to help them might be:

    - a big math test is coming up and time for studying is running out
    - the outfit you planned to wear has a big hole in it and now you have to wear something else that you don't like to the party
    - a person you like doesn't seem to notice you and you want to ask that person to go skating with you

4. **Divide students** into groups of four or five, in whatever manner works best for your particular group, and have them begin working to select the situation and describe what happens with the negative vs. positive person. Have them elaborate the situation and the characters with as much detail as possible.

5. **Monitor students** as they work in small groups. Answer questions and provide guidance as necessary.

6. **Have students share** their examples with the class. These can be posted and students asked to pick those they would like to see acted out.

7. Next, **have students, in their groups** develop mini-plays or skits to show positive and negative ways to solve the problem they selected. In developing these skits, students will select main and supporting characters and write "scripts" for what these characters say and do.

8. **Demonstrate what's involved** in preparing a script for a skit. For example, you can pick a sample situation, and show students how to proceed through the following steps:

   - o Describe the problem situation in a sentence or two;
   - o Describe each main and supporting character in a sentence or two;
   - o Describe the setting, the scenery, and the "props";
   - o Describe a positive and a negative outcome for the situation;
   - o Create a story that will lead to the negative outcome and to the positive outcome, where the positive outcome is one in which the main character is able to take charge of the problem situation;
   - o Show the use of negative self-talk and positive self-talk in the two examples, respectively.

9. **Interactively involve students** in working with you to create the details of the preceding steps. Answer questions and clarify the process.

10. **Assemble students** in their groups and have them begin working on the scripts for their skits.

11. When groups have completed their planning and rehearsal, **ask for a volunteer group** to go first. If students seem reluctant, have them pick a number to decide which group goes first.

12. **Explain** that, while each group is acting out its skit, the rest of the class should be attending to what made the difference between the positive and negative outcomes. They can take notes to help them participate in the discussion of all the skits at the end of the session.

13. **Have each group get up** in front of the class to act out its skit.

14. When all groups have finished, **engage students** in a group discussion about what they thought made the biggest difference in the positive and negative outcomes for each skit. Ask students to relate these differences to examples in their own lives.

Materials Needed: Paper and pencils for students to use in creating their scripts.

Additional Tips: Divide responsibilities in each of the small groups so that all students have a chance to participate in the creation of the scripts. Guide students in selecting who will play the main and supporting characters in the skit. This activity may take more than one session.

My Actions and Other's Feelings

Purpose: To help students explore the concept of personal responsibility by thinking about how others might feel about certain actions they take.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever had the experience of having a family member, close friend, or teacher unexpectedly react negatively or positively to something they did. Share some personal examples (e.g. a student decided to climb a big tree at a friend's house and his/her mother got angry because she thought that the student might fall; a student decided to give one of his/her favorite old toys to a poor family down the street, but that student's mother got angry because she wanted him/her to save this special toy; a student told his/her parents about a dangerous thing he/she had done and they were proud of him/her for telling the truth; a student offered to help a neighbor with a big job and he/she was very grateful, etc.) Ask if any of them can share such an experience.

2. **Explain** that many times things we think are okay are not okay with others around us. If we find ourselves in a situation where our actions might impact another, what might we do (consider how they might feel or react before we do it)? What difference might this make (we're being responsible, they might trust us more, consider us more, we might be more likely to get what we want, we're more in control, etc.)? Further explain that part of growing up is to consider how others might feel or react to things we do before we do them. Doing this is being responsible and gaining trust in others. If we can gain trust in others, we can go a long way toward getting what we want and taking charge of our lives.

3. **Introduce today's activity** as a way to help students think about what other people in their lives might feel about things they do —both positive and negative.

4. **Hand out** Student Activity Sheet PR6-3 (My Actions and Other's Feelings) and read instructions with students.

5. **Monitor students** as they work independently on the activity sheet. Answer questions and provide guidance as necessary.

6. **Ask students** to share what they learned about themselves and the feelings of other people in small groups or with the class.

Materials Needed: Student Activity Sheet PR6-3 (My Actions and Others' Feelings).

PERSONAL RESPONSIBILITY - Student Activity Name:______________________________

My Actions and Others' Feelings

Read the actions below and write how you think each of the people feels when you do each thing. Notice that actions can have positive and negative consequences.

My Actions	How My Parents Feel	How My Teacher Feels	How My Friends Feel
Am Late			
Do Something Wrong			
Chance Hurting Myself			
Am Polite			
Stay Up Late			
Fight			
Forget Something			
Work Hard			
Have Fun			
Say Something Silly			
Am Helpful			
Don't Do My Homework			
Clean My Room			
Don't Listen			

Everybody Wins with Trust

Purpose: To help students understand and experience that being personally responsible is a strategy that can help everybody win.

Teacher Role/Session Sequence:

1. **Explain** to students that today's activity will be a game in which they can learn what it means for everybody to win with trust.

2. **Divide students** into pairs, either randomly (by counting off), or by pairing those students you know have some conflicts in getting along together, or in whatever method works best for your particular group. (This latter strategy may help students learn to cooperate.)

3. **Tell students** that they will be going on a walk together in which one person will have his or her eyes closed and the other will be the guide. Ask them to decide who would like to be the first with his/her eyes closed. After students have decided, tell them that the guide's job is to make sure that his/her partner is safe at all times — doesn't bump into anything, fall down, or be put in other unsafe situations. The guides should also try to give their partner as interesting a walk as possible. They may take him/her into places with different noises, walk them backwards, run and jump with them, go in circles, etc. They may also give their partner different sensory experiences by having him/her touch objects with different textures (e.g., glass, concrete, carpet, furry animal, piano keys, etc.).

4. **Explain** that each partner will be a guide for five to ten minutes and then switch roles for another five to ten minutes. Tell students that during this entire game **both partners are to be silent.**

5. **Monitor students** as they work together in pairs. Call time and answer questions and provide guidance as necessary.

6. **Have students switch** roles and continue for another five to ten minutes.

7. **Engage students** in a discussion of what they learned from the game. Encourage them to share personal insights and new feelings or thoughts they had while playing the game.

8. **Propose and discuss the following ideas:** (a) Were you able to trust your partner with your eyes closed? (b) Did you open your eyes at any time? If so, when? (c) Was it easier to follow or to lead? What was easy or hard about it? (d) What did you learn about yourself and trusting other people?

Materials Needed: You may want to have some type of bandannas or scarves to use to "blindfold" students if they are having trouble keeping their eyes closed. You may also want to set up a room with different textures to touch, with some objects to step on or around, etc., things to smell, or other "props" that can enhance their trust walks.

McREL

Who Has Control?

Purpose: To help students identify what it means to be in control in situations they are likely to encounter in their lives and how to use this information to identify when they are and are not in control.

Teacher Role/Session Sequence:

1. **Open** with a discussion about what students think the benefits are of being in control in their lives. (They can pursue their own goals rather than being negatively controlled by their negative feelings or by external things like the actions of others; they can learn to take responsibility for meeting their own needs rather than having to rely totally on other people or events.)

2. **Explain** that a first step in taking control is learning to identify situations in which individuals have vs. don't have control and seeing how these relate to situations in their own lives. Being in control doesn't mean that the individual can always control what happens to him/her, but it does mean that he/she can control how he/she thinks, feels, and acts in response to external events.

3. **Hand out** Student Activity Sheet PR7-1 (Who Has Control?) and read instructions with students. Explain that both examples on the sheet could be examples of being in control, neither could be, or there could be one of each. Their job is to work in small groups and decide together how to respond to the questions for each example. They will have fifteen minutes to finish this activity.

4. **Divide students** into small groups of four or five and **monitor them** as they work. Answer questions and provide guidance as necessary.

5. **Call "time"** at the end of fifteen minutes and ask students how many thought (a) both characters, (b) neither character, (c) Angela, or (d) Nick was/were taking control. **Record these responses** in separate columns on the blackboard. For each of these possibilities, **have the group(s) share** the reasons for their choices with the rest of the class.

   Guidelines for this activity: Engage students in questioning and discussion so that these, similar, or other valid points are elicited from them:

   Example 1: At first glance, it might look as if Angela was taking control. She got what she wanted; she borrowed makeup from her friends to wear at school. Is this going to solve her problem in the long run, however? What happens the next time she wants to do something and her mom says "no"? Will she have to keep on doing things behind her back? What might have been a better way for her to take control of the situation? (A better way might be for Angela to ask her friends to come over so that her mom could see how much makeup they were wearing. She could also suggest that her mom talk to her friends' mothers and get their opinions. If that did not work, she could try getting her mom to show her how much makeup she would feel comfortable with her wearing.)

Example 2: Nick didn't get what he wanted right away, but he did figure out a plan that would let him skateboard with his friends after school and not disobey his parents. In the long run, however, will this solve Nick's problem? What do you think might happen after his parents have a chance to supervise his skateboarding and get a better understanding of how Nick is careful? Might this result in him getting more opportunities to go with his friends to other skating places? (Nick ended up taking control by choosing a plan that would help him do what he wanted in the long run. His plan would help develop his parent's trust and help him gain more independence.)

6. **Have students share** what they learned or any insights they had as a result of the activity.

Materials Needed: Student Activity Sheet PR7-1 (Who Has Control?).

PERSONAL RESPONSIBILITY — Student Activity NAME: ______________________

Who Has Control?

Below are two examples of students who are about your age. Each of them has a problem and each of them decides on a way to solve that problem. Read each example and then decide if the student was or wasn't in control and why.

Example 1:
Angela was 12 and becoming quite a young woman. Her mother thought she was growing up too fast and wouldn't let her wear makeup to school. All her 7th grade friends were allowed to wear at least some makeup and Angela was becoming increasingly angry with her mom about this issue. She had tried talking to her, but it did no good. Her mother still insisted that she waited until she was in 8th grade. Angela decided to wear makeup at school anyway and talked her girlfriends into loaning her some at school.

Was Angela taking control? Why or why not? ______________________________

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Example 2:
Nick was also a 12-year-old 7th grader. He loved to go skateboarding after school with his friends. His parents didn't like him to go where he would be unsupervised in case he might get hurt. Several of his friends had gotten minor injuries and his parents knew how dangerous it could be. But Nick thought it was unfair of them to be so worried about him. He had been obeying his parents, but his friends kept telling him his parents would never find out if he went ahead with them after school. Nick decided to obey his parents and talk to them about building a ramp in their backyard where he and his friends could skate.

Was Nick taking control? Why or why not? ______________________________

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McREL

The Effect of My Actions on Others

Purpose: To help students explore what it means to be personally responsible and consider the effect of their actions on other people.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever had the experience of having someone take something of theirs or prevent them from getting something they wanted. For example, students may have had the experience of someone "stealing" a boyfriend or girlfriend or buying the last item they really wanted after they told him/her about wanting to get it themselves. Discuss how these kinds of situations made them feel and how it affected their feelings about the other person.

2. **Explain** that today's session will help them think about what it means to be personally responsible and how being responsible is linked to taking control in their lives. Have them discuss what they think personal responsibility is and some examples. (These and other points may be made: Being personally responsible helps a person develop feelings of trust and respect in other people; they know they can count on such a person and this means that he/she can get what he/she wants more often. Being personally responsible means making choices that consider both the first person's needs and wants and how they will affect other people.)

3. **Ask students** to generate some current issues that are of concern to them — areas in which they would like to have more trust and respect from family or friends. For example, they may want a later curfew time, they may want more control over where they can and can't go with their friends, etc. These are areas where their goals and what they want affects other people — their family or friends. Thus, these issues should be ones in which their choices take into account those other people. **Write these** on the blackboard and have students **pick one** they would like to role play.

4. **Divide students** into pairs and explain that they will have about ten minutes (or whatever amount of time you choose) to work out how they would handle the situation. They will then have an opportunity to share that solution with the class by role playing.

5. At the end of ten minutes, **ask for volunteers** to share their solution by role playing. Ask for student reactions and more volunteers to suggest other ways of handling the situation.

6. **Engage the group** in a discussion of what they learned about themselves and the ways their actions can affect other people.

Materials Needed: Props as may be necessary for the role playing.

Guess What Happens Next!

Purpose: To help students understand the role of imagination and self-talk in creating positive vs. negative "self-fulfilling prophecies."

Teacher Role/Session Sequence:

1. **Ask students** if they have ever had the experience of knowing in advance what's going to happen, based on what they saw someone do or heard them say. **Relate a personal experience** (e.g., a student's mom kept talking about how he/she was going to get sick if he/she kept playing outside without his/her jacket, and, sure enough, the student got sick). **Ask students** why they think these kind of things happen. (Someone puts an idea into an individual's head and he/she unconsciously does things that make that idea come true. People mentally "rehearse" the images and thoughts they have, etc.)

2. **Explain** that today's activity will let them explore how good they are at "predicting" what will happen to some kids who are much like they are, based on what these kids are imagining and saying to themselves.

3. **Hand out** Student Activity Sheet PR7-3 (Guess What Happens Next!) and read instructions with students. (You may have them complete the sheets in writing or use them as a basis for verbally sharing their answers.) Explain that they will be working in pairs to complete this activity.

4. **Divide students** into pairs in whatever way works best for you and your group, and have them complete the activity.

5. **Have the pairs share** their answers with the entire group.

6. **Have students discuss** what they learned and its importance.

Materials Needed: Student Activity Sheet PR7-3 (Guess What Happens Next!).

PERSONAL RESPONSIBILITY — Student Activity NAME: ______________________

Guess What Happens Next!

How good are you at predicting what will happen? Read the stories below and use the space provided to write what you think will happen next.

Situation 1:

When Jeff woke up, everything started to go wrong. He couldn't find the shirt he wanted to wear with his favorite shorts. Then he burned his toast and ended up being late for school, with no breakfast. On his way to school Jeff kept thinking, "This is really going to be a terrible day. I can't do anything right."

What do you think will happen next? ______________________

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Situation 2:

Sharon had studied really hard for her math test. Today was the day and she was scared. She really wanted to do well because her parents had promised her a new tape, CD, or record album if she got a "B" or better. The teacher handed out the test and Sharon started to panic. There were some problems that didn't look like anything she knew. She said to herself,"Wait! I bet I can figure these out if I just stay calm and remember what I studied."

What do you think will happen next? ______________________

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McREL

Situation 3:

Cindi had just moved to a new town and was starting a new school. It had always been hard for her to make new friends. She was really nervous about meeting all the new kids. "What if no one likes me?" she thought. "It's no use even trying to make friends."

What do you think will happen next? ________________________________

Situation 4:

Tony and his friend, Josh, were both running for captain of their soccer team. Josh was a lot more popular than Tony. But Tony knew he was a good leader. He could get the team fired up to win when things got rough. "I know I have a chance. We might win if we just stay positive."

What do you think will happen next? ________________________________

Situation 5:

Mike had just gotten braces. He didn't want people to see him because he looked so funny. Not many people in his class liked him anyway, and now they had even more reason to make fun of him. "Why go to school today?" he thought. "I'll just tell my mom I'm sick." But Mike's mom figured out why he didn't want to go to school and so Mike had to go to school. On the way he thought, "Maybe I should just ignore those kids that say mean things to me. I'm not going to let them ruin my day."

What do you think will happen next? ________________________________

McREL

The Self-Fulfilling Prophecy

Purpose: To help students understand the concept of "self-fulfilling prophecies" as they relate to taking personal control for the way they see and feel about themselves.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever had the experience of someone saying something about them that wasn't true, but the person believed it and then started acting as if it were true. **Share** with them the following two examples:

   Jay's teacher told him he was a really creative artist and always praised his art projects. At first Jay didn't believe he was very good at drawing, but the more his teacher praised him, the more he believed it, the better he got, and the more it came true.

   Connie's mother was always criticizing the way she handled money. She told Connie, "You're just careless and irresponsible. You can't be trusted with money." Connie believed her mother, and sure enough, Connie had more and more trouble with money. She kept losing her purse and forgetting to bring money for events at school.

2. **Ask students** what they see as *similar* in these two examples and what they see as *different*. (In each example, the child believed that what was said to him/her was true, and it became true. In one case, however, the outcome was positive; and in the other, it was negative.)

3. **Explain** to students that these are examples of the "self-fulfilling prophecy." The self-fulfilling prophecy, as in the examples, can be positive or negative depending on what we choose to believe. The important thing to understand is that when we tell ourselves something over and over again, it begins to seem real, even if what we say to ourselves is not the truth. Similarly, if someone important to us (a person whose opinion we value) tells us something about ourselves, we will tend to accept that judgment as the truth, even if it is not true at all. It then becomes like a self-fulfilling prophecy. The same process works to create both a negative and a positive self-image.

4. **Inform students** that today they will be working in small groups to identify self-fulfilling prophecies that are operating in their lives right now, both positive and negative. They will take the negative ones and brainstorm ways to make them positive. Before the end of the session, have student groups share their "prophecies" and solutions for making them positive with the whole class. **Ask for a volunteer** to share an example of a negative self-fulfillment prophecy operating in his/her life. Ask him/her and/or the group for a couple of ways he/she/they could make it positive.

5. **Divide students** into small groups of four or five using any grouping strategy that works best for you and the group.

6. **Monitor students** as they work in small groups, answering questions and providing guidance as necessary.

7. Before the end of the class period, **call "time"** and reassemble students into a large group. **Ask a representative** from each group to share the prophecies and solutions with the rest of the class. **Write these** on the blackboard as students share their examples.

Materials Needed: Paper and pencils for writing prophecies.

Additional Tips: Depending on the cohesiveness of your group, this activity could be done as a large group rather than a small group activity. It may take more than one session.

Turning Things Around

Purpose: To help students acquire a process and set of strategies for controlling or changing negative attitudes and beliefs about themselves into positive ones.

Teacher Role/Session Sequence:

1. **Explain** to students that today they will have an opportunity to learn a process to work on how to control or change negative attitudes and belief systems into positive ones.

2. **Divide students** into pairs, using any strategy that works best for you. Ask students to first identify two or three negative attitudes or beliefs they have that they might want to work on.

3. **Hand out** Student Activity Sheet PR8-2 (Turning Things Around) and go over it with students, giving an example from your own life to illustrate each step.

4. **Have students** work on the activity independently or in pairs, either writing their responses or discussing them -- whichever is appropriate for your group.

5. When students have completed the activity, **engage them** in a discussion of how they felt about this activity and what they have learned about themselves (and their partners, if they worked in pairs).

Materials Needed: Student Activity Packet PR8-2 (Turning Things Around).

Note: This activity may take more than one session.

PERSONAL RESPONSIBILITY - Student Activity NAME: ____________________

Tuning Things Around

There are four (4) steps to controlling or changing negative attitudes and beliefs. But, before you take the first step, you have to be dissatisfied or unhappy about something (the way you feel about yourself or the way you do something), or you won't change. Then the 4 steps are: **(1) decide you want to change and believe that you can change; (2) describe how you want to change** — create a new and better way to see yourself, a new and better self-image; (3) **practice** (a) seeing new mental pictures of yourself doing what you would like to do, and (b) saying positive statements to yourself; **(4) think about and describe how you feel** about the new self-image you are developing and the new way you talk to yourself.

It is natural to feel unsure and a little frightened when you first start to practice your new self-image, but with more practice, you will feel less frightened and more confident about the "new you"! As you feel more comfortable with the changes you are making, it is likely that you will also feel proud of yourself. Success feels pretty good and provides more motivation to continue improving.

The four steps you will be practicing are shown below:

1. Decide which of your attitudes, beliefs, and habits you would like to change.
2. Describe yourself the way you'd like to be.
3. Practice your new self-image and new positive self-talk through imagination, then practice doing some of those things.
4. Describe how you feel about your new mental pictures and new self-talk.

PERSONAL RESPONSIBILITY — Student Activity NAME: ____________________

Turning Things Around

The following activities give you a chance to practice the four steps for controlling or changing negative attitudes and beliefs about yourself.

Step 1 Practice: Decide to change.

List some things about yourself that you would like to change. (Think about the negative things you have said about yourself.)

Example: I have trouble talking to people I don't know.

Example: I don't do well on tests.

1. ____
____
2. ____
____
3. ____
____

Step 2 Practice: Describe new self-image.

Describe some mental pictures of yourself being the way you'd like to be.

Example: I see myself going up to someone I'd like to meet and saying, "Hi."

Example: I see myself taking a big test and being very calm and sure of myself.

1. ____
____
2. ____
____
3. ____
____

Think about the mental pictures you have just described. Close your eyes and try to get a clear picture of yourself acting the way you described. Try to make your image come alive.

Step 3 Practice: Part I — Practice new self-image.

Now write out some ways you could practice how you would like to be. You can practice first with your partner.

Example: Say "Hi" to the new student sitting next to you. Ask him how he likes this school.

Example: Pretend that you are taking a big test. Say to yourself, "This looks hard, but I know I can do it. I'm going to stay calm and not panic."

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

Practice in your imagination, then with your partner. Think about what you want to do and then do it.

Step 3 Practice: Part II — Practice positive self-talk.

Example: "Take it easy. Think about what you want to say and then go do it!"

Example: "You're smart and you can do well."

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

Practice in your imagination, then with your partner. Think about what you want to do and then do it.

Step 4 Practice: Describe feelings.

Describe how you feel about your new mental pictures and self-talk.

Example: I feel a little funny but I'm going to keep trying.

Example: I feel calm and proud of myself.

1. ______________________________

   ____

2. ______________________________

   ____

3. ______________________________

   ____

Our Project

Purpose: To give students an opportunity to be responsible for something that will contribute to others.

Teacher Role:

1. **Conduct a general discussion** about issues and concerns, either focused on the local community, state, nation, or world, that would be impacted if many people took responsibility for dealing with the issue or concern. Examples might include hunger, homelessness, pollution, etc.

2. Suggest that **students select an issue or concern** for which they would like to become responsible by way of a project. They might, for example, choose to implement a recycling project; collect canned goods or clothing for the homeless or needy; plan a community clean up day; adopt a local nursing home with which they would become involved; etc. (They may use decision-making skills to select a project.)

3. Once students have selected a project, **guide them as they plan** how to execute the project. (They may use goal-setting skills in this effort.)

4. **Support students** to carry out their plans.

5. Once the project is complete, **have students reflect** on and discuss how they felt about being involved in such a project and what difference they thought it made (to others and to themselves).

Materials: Materials will depend upon the specific project selected.

Note: This activity may take more than one session. Also, you might want to ask if any students have ever participated in such a project through Boy/Girl Scouts, 4-H, church, etc., your groups have probably done something similar. Allowing these students to share might help validate the project.

GOAL SETTING — Teachers Guide

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What's Important to Me and My Goals . . . Putting it All Together GS8-6
  Student Activity - What's Important to Me and My Goals . . . Putting It All Together — Parts I and II

Kick-Off To Goal Setting

Purpose: To introduce the concept of goals and goal setting and create a climate to support the setting and reaching of goals.

Teacher Role/Session Sequence:

1. **Ask students** to recall a time when they really wanted something, worked hard to get it, and got what they wanted. **Have a few of them share** their experiences with the group.

2. **Ask students:** What's a goal (something they want to achieve)? What's goal setting (deciding what they want, figuring out the steps to take to get it, and then monitoring their progress)? What value might there be in goal setting (they're more likely to get what they want if they set a goal)?

3. **Ask students** to think of three (3) goals that they would like to achieve during the next week (or some similar short-term time period): one personal goal, one related to school, and one related to their families. These goals should be things that reflect what's relevant and important to *them.* Share three goals *you* would like to achieve in each of these areas in order to model examples.

   Examples for students might be: to earn enough money to go to a certain movie or to do 25 sit-ups (personal); to get an "A" on the big math test coming up or to turn in all homework on time (school-related); and to get along without fighting with their sister for two weeks or to help their Mom with the dishes every other night (family-related).

4. **Have students write** each of their goals on a separate "football" that they cut from colored paper (or plain paper that they then decorate).

5. **Have students post** their footballs below the crossbar of a football goal post that you — or a group of student volunteers — have posted on a bulletin board.

6. **Tell students** that whenever they achieve one of their goals they should move their "football" over the crossbar. Let them know that they will get a chance to share their achievements. (Be sure to provide time for them to do so at the end of the designated time period. During this time, have students share what worked and didn't work for them in reaching their goals. Also have students who had trouble or were unsuccessful share what happened. Others may offer suggestions and feedback where appropriate.)

Materials Needed: Colored or plain paper and crayons, magic markers, etc.; scissors; a goal post bulletin board or poster onto which students' goal-footballs can be pinned.

Additional Tips: Suggest that students' goals be things they really want and will work toward achieving.

This is an activity to support students in producing results that *they* want. You might want to encourage the group to set up some sort of support mechanism for students who get stuck or need assistance. (Set calendar dates for checking progress.)

Note: Feel free to substitute another idea for the football and goal post — anything that will *show* their progress.

How to Achieve My Goals

Purpose: To introduce students to steps they can take that will help them to achieve goals.

Teacher Role/Session Sequence:

1. **Ask students** to share about the goals they have reached, and how they feel as a result of having achieved their goals. (If you did the Kick-Off to Goal Setting [GS6-1], this might be a time for students to share the results of that goal-setting activity.)

2. **Ask students** to think about what steps they took (or would tell someone else to take) to reach their goal in the past (or other goals they've achieved). For example:

   - Define the goal clearly.
   - List steps to take to reach it.
   - Think of problems that might come up that would interfere — and solutions to these problems.
   - Set a timeline for reaching the goal.

3. **You might share** the following guide to effective goal setting:

   A goal should be:

   Achievable (reasonable for your age and strengths)
   Believable (you need to believe you can accomplish it)
   Conceivable (state it clearly so it's measurable in time and quantity)
   Desirable (you really want it and others would want it for you)

4. **Ask students** to create at least one meaningful goal that they will "seek to achieve," by going through the steps of a goal-setting process.

5. **Provide time** at a later date for students to share what it was like to go through the process and what result they achieved, if they didn't achieve their goal, ask them to analyze or explain what they might do the next time to assure success.

Materials Needed: None.

What I'd Love to Do

Purpose: To open students up to possibilities in terms of discovering things they would really love to do that they might set goals to achieve/attain.

Teacher Role/Session Sequence:

1. **Ask students** how many of them have been encouraged to dream about what they might like to do in their life.

2. **Ask what** they think is the advantage of discovering and doing what they really want to do (you have fun; you're motivated; you're happy; etc.).

3. (optional) **Share** that, in addition, when you do something you really want to do:

   a) You have more energy.

   Have students recall (or imagine) a time when they were really tired after school, and someone called and asked them to help do yard work or something else they don't particularly like to do. How did (would) they feel? What did (would) they do?

   Now have them imagine that it is the same day, and they are just as tired. A friend calls and asks them to do something they love to do like skateboarding, or playing ball. How would they feel? Point out that when we are doing something we really love, there is a reserve of energy available to us that isn't normally there.

   b) You are more creative.

   Have students imagine they have a dentist appointment after school. They come home and find that their ride has fallen through. What would they probably do?

   Now have them imagine something else they really want to do, and their ride falls through. What would they probably do in this case?

   Point out that we're more creative problem solvers when it comes to things we really want to do.

4. **Explain** that they are going to have a chance to dream, to use their imaginations. Pass out Student Activity Sheet GS6-3 (What I'd Love to Do) and read instructions (or have a student read them).

Encourage students to brainstorm — not to be constrained at this stage. The point is to open up possibilities.

5. **After** they have generated their list, have students choose the 5 things from their list that are most important, that they would really love to do. (They may circle the numbers of the 5 or cross out the 5 less important items.)

6. **Next,** have students select the 2 goals that are the most important from the 5 remaining (they may put a star by these, or cross out the 3 less important items with 2 lines).

7. **Finally,** have students select the single (1) most important item -- the thing they'd most love to do.

8. (Optional) **Have students** share their item with a partner and/or with the whole group. Have them say why this item is important to them.

Materials Needed: Student Activity Sheet GS6-3 (What I'd Love to Do).

Note: This activity may take more than one session.

GOAL SETTING — Student Activity NAME: ____________________

What I'd Love to Do

Imagine that you have been transported to a magic place where your wishes come true. You have been told that you can choose 10 things that you would really love to do in your life.

Take a few minutes and dream. Think about these questions: What things could you get excited about? What things would get you up in the morning just thinking about them? What 10 things would you really want to do?

Write your list of 10 things. Add more, if you like.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

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Picturing What I'd Love to Do

Purpose: To help students get actively involved in constructing and visualizing their dreams or goals.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to express what they'd really like to do by constructing a collage that pictures their dreams. (This collage can be a follow-up to GS6-1, 2, or 3. Students' collages may picture one or several goals, several or all of "What I'd Love to Do," or the one thing they'd most love to do.) Ask students to go through old magazines and other media for their dream pictures — OR — students could draw their own pictures.

2. **Help students** organize their materials and working area in a way that works best for you and your class.

3. **Circulate** and watch as students' collages develop.

4. **Be supportive** and ask/interact with students about their goals/dreams. Ask what it would be like if they were really able to achieve their dream(s) and goals. Ask how it would affect them and why.

5. **Be interested** and use this as an opportunity to find out more about your students and what's important to them.

Materials needed: Materials for student collages (e.g., magazines, glue, tape, scissors, paper, etc.) for students who didn't bring their own.

Note: This activity may take more than one session.

Creating a Group Goal and Game Plan

Purpose: To have students collect information about a goal or something they would really love to do and then create a plan to make it happen. To facilitate students' working together and assisting one another in this effort.

Teacher Role/Session Sequence:

1. **Convene students** into groups based on common or similar goals or interests.

2. **Have each group** choose a common goal it would like to work toward. (*See additional tips for suggestions*). Tell students to spend some time brainstorming how they will go about achieving their goal.

3. **Have students** in each group create a step-by-step plan to achieve the group goal and a time frame for each step and final achievement of the goal.

4. **Have one student** from each group share the group's goal with the rest of the class.

5. (optional) Depending on the goals set, you may wish to **give students class time** to work on achieving their goals.

6. **Let students know** they will have a chance to share their results during a future session.

Materials Needed: None

Additional Tips: This activity is open-ended. You may wish to connect it to a topic of your own interest (e.g., service projects); another unit in this curriculum (e.g., relationships); or a holiday or commemorative event (e.g., Christmas or the school's anniversary).

Can I Get What I Want?

Purpose: To introduce students to the idea of goal setting as a way of helping them accomplish goals.

Teacher Role/Session Sequence:

1. **Ask students** to recall a time when they really wanted something, worked hard, and got what they wanted. **Have a few of them share** what they did that helped them get what they wanted.

2. **Explain** that during these times they were engaged in an informal goal-setting process. **Share** about a time when you set and achieved a goal.

3. **Ask students** what they think the difference is between (a) wanting something and (b) setting a goal for something they want (wanting usually is in the realm of, "Wouldn't it be nice if . . .", whereas setting a goal is making a definite commitment).

4. **Ask students** to think of and share the steps they took when they achieved something they really wanted. Their steps will probably include steps similar to the following:

   - Define the goal clearly.
   - List the steps to take to reach it.
   - Think of problems that might come up that would interfere and solutions to these problems.
   - Set a timeline for reaching the goal.

5. **Ask students** to brainstorm some goals they'd be willing to set and work toward achieving. These may be something they want for themselves (e.g., get an "A" on a science project) or something they want to do for someone else (e.g., collect $10.00 for their favorite charity). List their ideas on the board or on a chart.

6. **Provide a follow-up** to this goal setting activity. Activity GS7-2 (Go for the Goal) provides one such activity. Other ideas include:

   - Write a story illustrating yourself working toward and achieving your goal.
   - Draw a picture of yourself having achieved your goal.
   - Make a collage that represents your goal.
   - Have partners write "newspaper" interviews, or do oral "radio" interviews, of one another working toward and achieving their goals.

Materials Needed: Materials depend on the follow-up activity selected.

Note: An alternative would be to present the steps in #4 to the group and ask them to set a goal and fill in the action plan for each goal.

Go for the Goal

Purpose: To give students an opportunity to use goal-setting skills to help them accomplish something important to them.

Teacher Role/Session Sequence: Provide students with an opportunity to practice their goal-setting skills by having them set a goal and work toward achieving it. Select an activity of your choosing, perhaps related to what is going on at school or in the community; one that the students suggest; or the one that follows.

1. **Ask students** to work in pairs to identify goals they'd be willing to set and work to achieve. (If you did Activity GS7-1, you may post or read the list they "brainstormed" during that session.) It can be something personal or something for someone else. The important thing is that it is relevant and meaningful to *them.*

2. **Have students work** together, helping one another to:

   - o Define the goal clearly.
   - o List the steps to take to reach it.
   - o Think of problems that might come up that would interfere and solutions to these problems.
   - o Set a timeline for reaching the goal.

3. **Have students share** their goals and plans with the class.

4. **Have students think** of a way to pictorially represent their goals and reaching them (e.g., a sixth grade activity suggests that students make "footballs" with their goals on them, put their footballs under a goalpost [on a bulletin board] and move the footballs over the goalpost as they reach their goals). Use a basketball and hoop, a thermometer, a road with cars moving toward a goal line. Another device is a large piece of paper visual with a square for every student. Each student puts a colored piece square in the box when his/her goal is reached. When all students have succeeded, the large ball box is completely filled in with colored squares.

5. **Have them execute** what they decided upon in step number four (above).

6. **Tell students** to share with the group as they achieve their goals over the next few days or weeks.

Materials Needed: Materials depend on what students choose to do in step number four.

Note: This activity may take more than one session. Keep the visual image that you are using in the view of the students until all have reached their goal. Work individually with those students whose plans are weak or those who do not seem to be making adequate progress toward their goal.

Skills and Abilities I'd Love to Have

Purpose: To open students up to possibilities in terms of discovering skills and abilities they would really love to develop or improve.

Teacher Role/Session Sequence:

1. **Read a short story or vignette** about someone who developed or used a skill or ability against all odds or produced remarkable results. The point is to inspire students about what's possible for human beings and what we're capable of accomplishing. If you don't have such a story, you might use Al Feuerbach's or Mark Wallman's story (attached to GS7-3). Another consideration is getting the video "My Left Foot." Show the entire movie in segments or choose parts of the movie to show. The section where the main character writes "mother" on the floor really drives home this point for students.

2. **Ask students** if they've ever dreamed about something they might like to do in their life.

3. **Ask what they think** might be the advantage of discovering and doing what they really want to do (it's fun; you're motivated; you're happy; etc.).

4. **Explain** that students will have a chance to use their imaginations about skills and abilities they'd like to develop. Pass out Student Activity Sheet GS7-3 (Skills and Abilities I'd Love to Have) and read instructions (or have a student read them).

   Encourage students to brainstorm — not to be constrained at this stage. The point is to open up possibilities. Have students take a minute or two to just dream about possibilities before beginning to write.

5. **Have students share** some of their items with a partner. Then ask students to share some of their items with the whole group. They may add to or change their list as a result of the sharing.

6. **Have students share** about the people they admire with the entire group. They may wish to do some research about the person or bring in memorabilia related to the person to share with the group.

Materials Needed: Student Activity Sheet GS7-3 (Skills and Abilities I'd Love to Have).

Note: This activity may take more than one session. A follow-up activity, if you choose to use it, can be found in Activity GS7-4.

GOAL SETTING — Student Activity NAME: ____________________

Skills and Abilities I'd Love to Have

Imagine that someone has invented a way to enable you to develop new skills or abilities — or improve ones you already have — to the point that you would be an expert. Take a minute and fantasize what it might be like if you could be the very best at anything and everything. List 10 skills and abilities you would develop or improve if there were no limits.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Now think of someone you admire — living or not, famous or not — who is really good at one of the skills or abilities you listed, the one you'd most like to have. Write that person's name and his/her skill below. Then write what it is about the person you admire.

The person is ____________________

His/her skill/ability is ____________________

____

What I admire about this person is ____________________

____

AL FEUERBACH'S STORY

Sometimes I would work out at odd hours. I'd slip down to the gym and train past midnight, into the early morning. Every day, *without fail, I'd force myself through at least two, and sometimes three,* strenuous workouts. I know many of my friends felt sorry for me. They knew my chances, and three or four told me straight out, "Listen, Al, you're never going to make it. You're just not big enough."

I couldn't really argue with them. How could I? The average shot-putter stands at least six feet five inches tall, weights in at 280 pounds, and has hands like a bear. I stand six feet one-half inch and weigh 245 pounds. In a group of shot-putters, I look like Pee Wee Herman. Why would I take up a sport that requires such size and strength? Why not go out for baseball, football, or soccer, even javelin-throwing? As my coach said, "You might do all right against some of the small schools; but challenge the big guys? Forget it?"

Well, I gave the other sports a try. I threw the javelin, spent time on the basketball court, and played a lot of baseball, a sport I really liked. Maybe I should have stuck with baseball. As my coach pointed out, I had the right build for it. But somehow baseball lacked the challenge I needed. And, during the games, I found myself thinking about the shot-put anyway. No, shot-putting was my sport. I knew that I wanted to be the greatest shot-putter in the world.

Where did I get an idea like that? I don't know. Looking back, my desire to go out and challenge the world seems like an odd dream for a thirteen-year-old kid from Preston, Iowa, population 900. And there wasn't much in Preston to support such a dream. There wasn't a lot of money for athletics. We had a track and field team in our small school, but we didn't have a track to practice on. Coaching was available for only a few of the most popular sports. I didn't even know how to throw a shot until my older brother brought one home. He showed me one way to throw it. After that, I was on my own. Most of what I learned I picked up from TV or a chance article in the weight-lifting magazines I bought at the drugstore. It wasn't until I went to college that I got any serious coaching. That was a tremendous help. Without it I wouldn't have gone very far.

I certainly wasn't a boy wonder. It wasn't until I broke the sixty-foot barrier, in my senior year in college, that I became a contender in the shot-put. Breaking that barrier was a big step in my career. After that, doors opened. Somehow I'd done more than throw a shot sixty-feet. I'd broken through a mental barrier as well. It was January, 1970, when I passed the sixty-foot mark. I remember it clearly. I didn't break any records that day, but I knew one thing for sure: Eight years of training were finally paying off.

Of course, I had been improving all along, gradually getting better and better. But over the next year, things started to happen very fast. In 1971, when I was twenty-three, the world shot-put record was 68.8 feet. On January 18, 1971, I competed at the Cow Palace in San Francisco. I was matched up against a huge Texan named Randy Matson. Randy was over six feet seven inches tall and held the world indoor record in the shot-put. This was a major contest for me. I was competing against the greatest shot-putter in the world.

I remember it well. I licked my fingers and stood at the back of the seven-foot circle. Clutching the sixteen-pound ball in my right hand, I waited calmly for the word, imagining a great throw. And the word came. "Yes!" I shouted, and thrust myself across the circle. The energy in my hips exploded throughout my body, my arms stretched upwards. The shot flew from my hand.

I wore my hair long in those days, about as long as the Beatles' hair in their early days. Nobody had heard of Al Feuerbach, then. But that night changed everything. After the meet, then-famous sportscaster Howard Cossell, referring to me as the mod-style Kansan said, "He may have long hair, folks, but tonight twenty-three-year-old Al Feuerbach threw the shot 68 feet, 11 inches, to set a new world indoor record."

For awhile I could hardly believe that I had set the world record. Only a year before, I had watched the U.S. and Russia compete on TV and then headed out to the backyard to practice a few shots. I would have to have add 10 feet to each of my throws to be in the same league with those athletes. And then, in less than a year, the impossible had happened. I held the world indoor record.

Later that year, I went on to win a gold medal in the Pan American Games. In the following year, 1972, I competed with the U.S. Olympic team in Munich and placed fifth. On May 5, 1973, I broke the world outdoor record with a throw of 71 feet, 7 inches. I went on to compete on the U.S. Olympic team in 1976 in Montreal, where I placed fourth. Again, in 1980, I made the U.S. Olympic team.

I take great pride in my athletic achievement, the records I've broken, the medals I've won. But, for me, the real value is what I've learned about myself. The challenge in the shot-put and in life is overcoming obstacles. I overcame the obstacles to becoming the greatest shot-putter in the world. I did it by first daring to imagine I could, and then developing a very specific plan for success and putting that plan into action. My plan included setting very specific goals and mentally rehearsing how I would get there.

Naturally, as I began to break records and win awards, I had support. But more important was the encouragement and backing I received early on, when almost no one believed I could win. I will never forget the many athletes who encouraged me to keep trying and a couple of coaches who never wavered in their confidence in me. And, most of all, my parents, who were quietly confident, and made me understand that to do something, I had only to believe that I could do it. I'm convinced that everyone who wants to be successful needs a strong support system.

I believe that people often don't accomplish physical feats because they don't think they can. I can't prove it, but every time I hear that someone has set a new world record, I think it's because that person has dared to imagine he or she could. I believe that at any one moment there may be eight or ten people in the world physically capable of setting a world record. But the one who actually does it is the one who had the courage to imagine he or she could do it.

For example, for years Randy Matson was considered unbeatable. And, for years, no one was able to beat him. According to a friend of mine, his competitors were all fighting for second place. So my friend kept saying to me, "Al, Matson is ruining your event." Every time we met, he'd rush over and say, "Al, Matson is ruining your event." He knew Matson could be beat. I didn't. But soon I found myself saying, "That sucker is ruining my event." And he was. So, I had to beat him. And I did, but I had to imagine it first. When I think about it now, I have to laugh. It seems so simple.

Go out and do it!

Paraplegic climber conquers 3,200-foot El Capitan in Yosemite

YOSEMITE NATIONAL PARK, Calif. (AP) — A paraplegic who hauled himself up 3,200-foot El Capitan 6 inches at a time over nine days, using only his powerful arms, reached the summit of the challenging cliff yesterday.

Mark Wellman was greeted by fellow park rangers with a T-shirt reading "See you at the top."

"I'm tired," he said in a radio conversation with supporters at the base of the cliff. "I have pains where I didn't even know I had parts."

"It's great, it's fantastic," he said. "It was a really great, beautiful climb and a really wonderful experience."

He had some advice for others who are physically handicapped: "Go out and do it! If you feel you can do it, just go out and do it."

Wellman, 29, and friend Mike Corbett started the day about 300 feet from the top of the granite cliff, after spending the night tied into sleeping bags on Chickenhead Ledge. Wellman covered about 125 feet in the first two hours and just before noon cut loose his extra gear for the final push to the top.

At 1:50 p.m. PDT, they reached the summit.

"No one in my situation has ever done anything like this, and that I'm proud of," Wellman said at a news conference atop the rock, attended by some 55 reporters, friends and park rangers who climbed an easy trail. "I felt like the whole world was watching."

Corbett, who carried Wellman the final yards where the peak leveled out, called his friend "a great companion, so solid, never complaining, always going for it."

At the top, Corbett gave his friend a signed photograph of Yosemite, on which he wrote: "It was an unbelieveable experience." The pair sipped champagne, gulped ice water and Corbett had a cigarette; he had smoked a pack a day during the climb and had run out.

The climbers were a day behind schedule. They began the grueling effort July 18, and had been battling gusting wind and 90-degree heat.

"You have a dream and you know the only way that dream is going to happen is if you just do it . . . even if it's 6 inches at a time," Wellman told reporters before beginning the climb.

Wellman, whose legs have been paralyzed since a 1982 fall from another Yosemite peak, became the first paraplegic to make the vertical trek, doing 7,000 pullups on ropes placed by Corbett.

The two had said they were really sore and had been pushing to finish the climb as early as possible.

Awaiting them on top was a sloping granite summit with a stark, windswept landscape considered one of the most beautiful spots in the world. A dazzling view includes some of the towering peaks of the Sierra Nevada and Half Dome, another of the park's most famous features.

Near the ledge they climbed over is a lone, contorted ancient pine that has greeted thousands of climbers since the face was first scaled in 1958.

Wellman's companion, Corbett, 35, had scaled El Capitan 41 times, more than any climber.

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On the back of friend Mike Corbett, Mark Wellman reaches the summit of El Capitan after a daunting nine-day climb.

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Creating a Game Plan

Purpose: To have students collect information about a skill or ability they would really love to develop or improve, and then create a plan to make it happen. To facilitate students working together and assisting one another in this effort.

Teacher Role/Session Sequence:

1. **Convene students** into like-interest groups around skills and abilities they'd like to develop or improve.

2. **Have students share**, within their groups, ideas for developing/improving their skills/abilities.

3. **Tell students** to spend about ten minutes going over their information (alone and with others in their group) and to come up with ideas for a plan they could follow to reach their goal.

4. **Pick one student volunteer** to demonstrate. Have him/her share the information he/she gathered and how he/she would put it into a step-by-step plan to achieve the goal. For example, someone may want to improve his/her free throwing in basketball. He/she knows of some books on the subject, a parent who was a basketball player, and that there is going to be a professional basketball demonstration in the near future. The steps in his/her plan might be:

    a. Set up a practice schedule.
    b. Read about free throws for tips and information.
    c. Meet with the parent to get initial "hands on" coaching and set up periodic coaching sessions.
    d. Go to the professional demonstration to observe professionals shooting free throws.
    e. Practice daily.
    f. Become an expert.

5. **Ask each student** to create a plan for achieving his/her goal. Have students assist one another in their groups.

6. **Have a few students share** their plans with the entire group.

7. **Set a future time** when willing students can share the results of following their plan.

Materials Needed: None.

Additional Tips: If students have trouble generating plans for accomplishing what they've chosen to do, you may want to work through an example with them. You could pick something one of the students wants to do and then have the class take turns coming up with the steps and putting them in order on the board.

Mental Rehearsal

Purpose: To introduce the mental rehearsal process as a way to improve skills and enhance performance.

Teacher Role/Session Sequence:

1. **Ask students** what they know about mental rehearsal. Ask for examples of people they know or know of that use/have used it.

2. **Let students know** that while mental rehearsal is most widely known and used in sports, it can be applied to any performance (e.g., giving a speech, asking for a raise in allowance, doing well on an exam, etc.).

3. **Have students** select a skill they'd like to improve, or a performance they'd like to enhance, or something they'd like to rehearse so they do well on "the real thing."

4. **Ask for a volunteer** to demonstrate the mental rehearsal process with you.

5. **Guide the student** orally through the steps of the mental rehearsal process as presented in the Student Supplement GS7-5 (Mental Rehearsal).

6. **Guide the entire class** through the process. Have students close their eyes while you read the instructions and they do the steps in their minds.

7. **Ask students** to share how the process went and any insights or discoveries they had or made.

Materials Needed: Student Supplement GS7-5 (Mental Rehearsal).

Mental Rehearsal

What follows is a mental rehearsal process. It is written to help you practice or rehearse a skill, performance, or upcoming event.

1. Picture yourself taking the first step in your activity. See yourself clearly and in as much detail as possible, including sounds, smells and feelings.

2. Next, picture yourself taking the remaining steps, also in great detail, until you see yourself doing what it is you have identified and doing it well.

3. Now review your rehearsal. Think about these questions: How was it? Did you make any mistakes? Did it go as well as it could? Think of how you might improve it.

4. Now picture yourself going through the steps again, this time making any corrections or changes you identified in Step 3.

5. How was it this time? You can repeat Steps 3 and 4 if you think there are other corrections or changes to make (optional).

6. Now picture yourself taking the steps in your plan one more time. When you get to the last step, spend some extra time picturing yourself, in as much detail as possible, doing your activity really well.

7. Remind students to think in great detail as they rehearse: what they are wearing, exactly where they are, who else is there, what items/things are around to assist them in their efforts.

Me and My Goals

Purpose: To introduce students to the notion that knowing how to systematically define and set goals can help them accomplish what they want in life.

Teacher Role/Session Sequence:

1. **Ask students** if they've ever known people who had dreams and goals but never seemed to accomplish them. Let one or two students share and then ask, "What do you think kept these people from accomplishing their goals?"

2. **Ask students** if, on the other hand, they've known people who always seemed to accomplish their goals. What do they think the difference is between these two kinds of people?

3. **Ask students** to recall something they really wanted and successfully achieved. What did they do? What steps did they take? List these on the board (their steps will probably include the following elements).

   o Define goal clearly
   o List steps to reach it
   o Think of problems that might come up that would interfere and solutions to those problems
   o Set a timeline for reaching the goal

4. Some guidelines you might share for effective goal-setting are:

   A goal should be:

   A*chievable* (reasonable for your age and strengths)
   B*elievable* (you need to believe you can accomplish it)
   C*onceivable* (state it clearly so it's measurable in time and quantity)
   D*esirable* (you really want it and others would want it for you)

5. **Divide students into pairs.** Explain that each student will be interviewing a partner to write a "hoped for" biography in the form of a short, one-minute news report that describes what his/her partner "accomplished" in his/her life. The report will be shared on a news program. Each report should reflect the goal-setting process and include:

   o exactly what the person accomplished
   o how s/he accomplished each major step
   o what problems were solved during each step

6. **Monitor students** as they work in pairs interviewing each other and preparing their news reports. Provide guidance and answer questions as necessary. Make sure each partner completes a report for the other partner.

7. **Have students conduct** their news report program in whatever way you and the group determine best.

9. When all reports are completed, **ask students** to share what they found meaningful in this activity and/or any actions they will take as a result of having done it (or use Glenn's RRS process).

Materials Needed: Paper and pencils.

Note: This activity may take more than one session.

What I'd Love to Be

Purpose: To open students up to possibilities in terms of discovering things they would really love to be and/or people they would really love to be like.

Teacher Role/Session Sequence:

1. **Ask students**, "What is a hero?" Have a general discussion about heroes. What makes someone a hero? Who are some current, popular heroes? Ask students to identify which heroes they would like to be like.

2. **Ask students** if they've ever dreamed about being a hero or accomplishing something great (for themselves, their family, or the world)? Have them share.

3. **Ask what** they think might be the advantage of discovering and doing what they really want to do or be (it's fun; you're motivated; you're happy; etc.).

4. **Share**, in addition, that when you do something you really want to do, or are being something you really want to be:

   a) You have more energy.

   Have students recall (or imagine) a time when they were really tired after school, and someone called and asked them to clean out the garage or something else they don't particularly like to do. How did (would) they feel? What did (would) they do?

   Now have them imagine that it is the same day, and they are just as tired. A friend calls and asks them to do something they love to do like going to the mall or a movie. How would they feel? Point out that when we are doing something we really love, there is a reserve of energy available to us that isn't normally there.

   b) You are more creative.

   Have students imagine they have a doctor appointment after school. They come home and find that their ride has fallen through. What would they probably do?

   Now have them imagine they have a date or something else they really want to do, and their ride falls through. What would they probably do in this case?

   Point out that we're more creative problem solvers when it comes to things we really want to do.

5. **Explain** that students will have a chance to use their imaginations about what they'd like to be. Pass out Student Activity Sheet GS8-2 (What I'd Love To Be) and read the instructions (or have a student read them).

   Encourage students to brainstorm — any idea is a good one at this stage. The point is to open up possibilities. Have students take a minute or two to just think about possibilities before beginning to write.

6. **Have students share** some of their items with a partner. Then ask them to share some of their items with the whole group. They may add to or change their list as a result of the sharing.

7. **Have students create** a follow-up activity for themselves around their selection. For example, they might choose to read a biography about the person; set a specific goal and create an action plan around the item; create a skit that highlight's the person's life and accomplishments; etc. Encourage them to be creative.

8. **Plan time** for students to share their follow-up activities.

Materials Needed: Student Activity Sheet GS8-2 (What I'd Love to Be).

Note: This activity will take more than one session.

GOAL SETTING — Student Activity NAME: ______________________

What I'd Love To Be

Imagine that you have all the abilities and resources needed to be anything you want to be in life, anything — or like anyone, living or not. What are some things you would be — things that you could get excited about, that would have you jump out of bed in the morning eager to get going. Let yourself really dream and list 10 things you would love to be or someone you would love to be like if you could be anything or like anyone. For each, write a few words that indicate why.

Examples:

A. Newspaper reporter — interesting, exciting

B. Bruce Springsteen — gets to sing, is admired

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Now choose one thing or person you will share about with the group. It doesn't have to be the thing you want most to be or person you would most like to be like — or it can be. That thing or person is ______________________________

____

____

Creating a Game Plan

Purpose: To have students create a game plan for achieving a goal around what they'd like to be.

Teacher Role/Session Sequence:

1. **Ask students** to think about what they might like to be or do and to brainstorm what they might have to do to achieve such a goal.

2. **Have a few people** share their ideas. (You may take a poll of students' areas of interest and form small groups of like areas.)

3. **Ask one student volunteer** to demonstrate with you. Have him/her share the information he/she has, and how he/she would put it into a step-by-step plan to achieve the goal. For example, someone may want to be an actor or to be like Lee Iacocca (because he is a great problem solver, aggressive, has money, and makes a difference in the job he has). He/she knows about (a) acting, plays in town, acting schools, the drama club, et cetera; or (b) Lee Iacocca, business schools, books on creative problem solving, names of people with similar qualities from the community, etc. The plans for each might be:

   (a) 1. Join the drama club.
       2. Get a part-time job to pay for acting lessons.
       3. Get information about and sign up for acting lessons.
       4. Register for a drama class next semester.
       5. Try out for parts in school plays.
       6. Pick a college with a good theater arts department.

   (b) 1. Read Lee Iacocca's biography, noting his "path to success."
       2. Read books about creative problem solving.
       3. Meet people in the community who are similar and find out how they succeeded.
       4. Apply to work or apprentice with one of these people.
       5. If #4 doesn't work, find a job that requires trouble shooting and problem solving.
       6. Enroll in business courses and get good grades.

4. Next, **have students** or group begin to create an actual step-by-step plan by which the result could be achieved.

5. **Have several or all students** share their plans with the group.

6. **Set up a future time** when students who choose to go through their plans can share the results of their efforts.

Materials Needed: Paper and pencils.

Note: This activity may take more than one session.

What's Important to Me and My Goals

Purpose: To have students begin the process of exploring what's important to them as related to their goals for life; that is, how what's important becomes a guide for living or for goal-setting.

Teacher Role/Session Sequence:

1. **Explain to students** that they will be looking at how whatever is important to them becomes a guide for living or for goal-setting.

2. **Let students know** that they will be taking a goals survey in which they will arrange, in order of importance, a list of goals for their life.

3. **Hand out** Student Activity Sheet GS8-4 (What's Important to Me and My Goals . . . The Present) and read instructions with students.

4. **Monitor students** as they work independently on the goal survey, providing guidance and answering questions as necessary.

5. **Ask students** to share about how it was for them to put the goals in order, what they learned, etc.

6. **Have a general** discussion about the items and what individual students think is important.

Materials Needed: Student Activity Sheet GS8-4 (What's Important to Me and My Goals . . . The Present).

Additional Tips: If students have difficulty rank-ordering the items "in their head," you might make an extra set of activity sheets which they cut into strips (with one goal on each strip), then arrange (the strips) in order of importance, and finally write the corresponding numbers (from the strips) on the "intact" activity sheet.

Note: For those with mature groups (more advanced students), student activities GS8-5 and GS8-6 may be used as a follow-up to this activity.

GOAL SETTING — Student Activity NAME: ______________________

What's Important to Me and My Goals . . . The Present

Goal Survey: Below is a list of eighteen goals for life, arranged in alphabetical order. Your job is to arrange them in order of their importance to you in your life right now.

Study the list carefully. Then place a "1" next to the goal which is most important to you. Place a "2" next to the goal which is second most important to you. The goal which is least important should be ranked 18.

Think about your choices. If you change your mind, feel free to change your answers. The end results should show how you really feel. You may add new goals to this list if you think something is missing.

____ A Comfortable Life (enough money to meet all your needs)
____ Equality (brotherhood, equal opportunity for all)
____ An Exciting Life (a stimulating, active life)
____ Family Security (taking care of and being cared for by loved ones)
____ Freedom (independence, free choice)
____ Happiness (contentedness)
____ Mature Love (friendship, attraction, intimacy)
____ National Security (protection from attack)
____ Pleasure (an enjoyable, leisurely life)
____ Power (control over other people or events)
____ Recognition (fame, admiration)
____ Self-Confidence (feeling able to handle life's problems and challenges)
____ Self-Respect (feeling of self-esteem and self-worth)
____ A Sense of Accomplishment (making a lasting contribution)
____ True Friendship (close companionship)
____ Truth (honest relationships with others)
____ Wisdom (a mature understanding of life)
____ A World That Works (peace, beauty, no hunger, the environment cared for, etc.)

What's Important to Me and My Goals...The Future

Purpose: To have students continue the process of exploring what's important to them and their goals by looking at what their goals might be several years from now.

Teacher Role/Session Sequence:

1. **Explain to students** that they will consider the same list of goals as they did in Student Activity GS8-4, but that this time they will think about how important these goals might be to them ten years from now.
2. **Hand out** Student Activity Sheet GS8-5 (What's Important to Me and My Goals . . . The Future) and read instructions with students.
3. **Monitor students** as they work independently on the goal survey, providing guidance and answering questions as necessary. Let students work until most are complete.
4. **Ask students** to share how this was different from doing the survey looking from the present. What do they notice about the importance of different goals? Are most of their current goals in the same order of importance as their future goals? What do they think it means if they're mostly the same? Mostly different?

Materials Needed: Student Activity Sheet GS8-5 (What's Important to Me and My Goals . . . The Future).

GOAL SETTING — **Student Activity** NAME: ________________________

What's Important to Me and My Goals . . . The Future

Goal Survey: Now think about what your goals might be 10 years from now. People often change their goals as they get older and learn more about themselves and their world. Although you may be saying, "How do I know what I will want in 10 years?", you probably know yourself well enough to know which of your goals are likely to remain the same and which are likely to change (the list is the same as was on Student Activity GS8-4). Your job is to arrange these 18 goals in order of their importance to you 10 years from now.

Study the list carefully. Then place a "1" next to the goal which is most important to you. Place a "2" next to the goal which is second most important to you. The goal which is least important should be ranked 18.

You may add new goals to this list if you think something is missing.

____ A Comfortable Life (enough money to meet all your needs)
____ Equality (brotherhood, equal opportunity for all)
____ An Exciting Life (a stimulating, active life)
____ Family Security (taking care of and being cared for by loved ones)
____ Freedom (independence, free choice)
____ Happiness (contentedness)
____ Mature Love (friendship, attraction, intimacy)
____ National Security (protection from attack)
____ Pleasure (an enjoyable, leisurely life)
____ Power (control over other people or events)
____ Recognition (fame, admiration)
____ Self-Confidence (feeling able to handle life's problems and challenges)
____ Self-Respect (feeling of self-esteem and self-worth)
____ A Sense of Accomplishment (making a lasting contribution)
____ True Friendship (close companionship)
____ Truth (honest relationships with others)
____ Wisdom (a mature understanding of life)
____ A World That Works (peace, beauty, no hunger, the environment cared for, etc.)

What's Important to Me and My Goals . . . Putting it All Together

Purpose: To have students compare their life goals as seen from the present and the projected future; and to determine whether or not they are presently engaged in activities that will help them achieve the goals they currently assess as most important (the top five) in the future.

Teacher Role/Session Sequence:

1. **Explain to students** that today's session brings together the past two activities in that they will be comparing their lists of goals. Let them know that they also will look to see if they are doing some things in their lives that are consistent with achieving their top five current goals.

2. **Hand out** Student Activity Sheet GS8-6 (What's Important to Me and My Goals . . . Putting it All Together) and read instructions with students.

3. **Have students** take out (or you hand back, if they've been collected) Student Activity Sheets GS8-4 (What's Important to Me and My Goals . . . The Present) and GS8-5 (What's Important to Me and My Goals . . . The Future) for the students to use in completing the first part of the current activity sheet (GS8-6 — What's Important to Me and My Goals . . . Putting it All Together).

4. **Monitor students** as they work independently on the activities, providing guidance and answering questions as necessary.

5. **Ask students** the following questions:

    a) How many had exactly the same top five on both lists?

    b) How many had none of the same (of the top five) on both lists?

    c) How many are somewhere in between? If some items were on both lists, is that a message to the student about the importance of this item?

    d) How many had at least one activity that they're doing to achieve each of the top five goals?

    e) How many aren't engaged in any activities toward any of their top five goals?

    f) How many are somewhere in between?

    g) Choose one goal on each list that is in the top five and describe one action step to achieve it.

GOAL SETTING - Student Activity Name: ______________________

What's Important to Me and My Goals . . . Putting It All Together, Part I

Summary Exercises: Answer each of the questions in the space provided.

1. Using the list from Student Activity Sheet GS8-4 (What's Important to Me and My Goals . . . The Present), list, in order, your goals as you ranked them in the goal survey. (For example, write in the goal you ranked #1 next to the #1 below. Write in the goal you ranked #2 next to the #2 below, etc.)

   Then, using the list from Student Activity Sheet GS8-5 (What's Important To Me and My Goals . . . The Future), list, in order, your goals as you ranked them in that goal survey.

   You may abbreviate or shorten words, so that you can make your lists quickly.

Present Goals (Goals Survey #1)	Future Goals (10 Years) (Goals Survey #2)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.

6. Divide students in pairs, in whatever way works best for you and your group, and have them share their top five goals and the activities they're doing to achieve them.

Materials Needed: Student Activity Sheet GS8-6 (What's Important to Me and My Goals . . . Putting it All Together), completed Student Activity Sheet GS8—4 (What's Important to Me and My Goals . . . The Present), and GS8—5 (What's Important to Me and My Goals . . . The Future).

Additional Tips: Tell students that it's all right to abbreviate when doing the first part of the activity sheet (writing their lists side by side). The emphasis should be on doing the second side of the sheet, not on *writing* the lists.

Note: The second part of the activity (Putting it All Together, II) can be used as the basis for discussion rather than as a written worksheet. This activity will take more than one session.

DECISION MAKING/PROBLEM SOLVING — Teacher Guide

Decisions I Make DM/PS6-1

How Do I Make Decisions? DM/PS6-2

Decision-Making Activities DM/PS6-3

Solving Everyday Problems DM/PS6-4

Solving My Problems DM/PS6-5

Problem Solving In Action DM/PS6-6

Decisions I Face DM/PS7-1

How Do Decisions Get Made? DM/PS7-2

Solutions, Solutions, Everywhere DM/PS7-3

A Solution To My Problems DM/PS7-4

Problem Solving DM/PS7-5

Peer Pressure DM/PS7-6

Decisions, Decisions DM/PS8-1

How Do I Decide? DM/PS8-2

Problem Solving DM/PS8-3

More Problem Solving DM/PS8-4

Work: What's Important? DM/PS8-5
    Student Activity - Work: What's Important?

What Can I Become? DM/PS8-6
    Student Activity - What Can I Become?

Exploring Career Options DM/PS8-7
    Student Supplement - Career Clusters

Decisions I Make

Purpose: To introduce the concept of decision making by having students become aware of the kinds of decisions they make daily.

Teacher Role/Session Sequence:

1. **Conduct a discussion** about decisions by interacting with the following questions (and others that you determine to be appropriate and timely). Note that we all make lots of decisions every day — many without even thinking about them.
    - a) What are some decisions you've already made today (e.g., whether or not to brush your teeth, what to wear, what to eat for breakfast — or not to eat, etc.)?
    - b) What are some other decisions you know you will be making today (e.g., what to do after school, with whom to eat lunch, whether to study for a test, etc.)?
    - c) What's an important decision you've made recently and what was important about it (e.g., share a personal decision you've made as an example)?
    - d) What are some decisions that people you know — a friend or a family member, for example — have made recently or have to make?
    - e) What kinds of decisions do you find hard to make? What is difficult about making these decisions? Are there some decisions that you find easier to make? What do they have in common?
2. **Have students discuss** what they learned, insights they had, and actions they will take.

Materials Needed: None.

How Do I Make Decisions?

Purpose: To have students explore what is involved in making decisions and come up with steps for making decisions.

Teacher Role/Session Sequence:

1. **Tell students** that you're going to ask them to make some decisions. Choose one corner or area of the room to represent one choice and another corner to represent the second choice. Have students physically move to the location that represents their decision for each of the following items. After they make their decision, have them discuss questions (2) and (3) for each. Students should go back to their seats between each decision.

   (a) You are being given a bike to ride to school. You have to decide between a lightweight racing bike or a sturdy mountain bike.

      (1) Go to the location of your choice.
      (2) Why did you decide on the one you did?
      (3) Why do you think other students made the other choice?

   (b) You are being taken to lunch. You have to decide between a hamburger and a chicken sandwich.

      (1) Go to the location of your choice.
      (2) Why did you decide on the one you did?
      (3) Is this a preference or a value judgement?

   (c) You get to decide what your family will do on your birthday. You may choose between going to a movie or going out to dinner.

      (1) Go to the location of your choice.
      (2) Why did you decide on the one you did?
      (3) If you had chosen the other choice, what difference would it have made?

2. **Point out** the following:

   (a) Some decisions are based mostly on your beliefs, what's important to you, and what you like.

   (b) For some decisions, you also need to consider the consequences of your decisions and/or how they will affect others.

(c) Some decisions are of equal value so your choice doesn't make that much difference.

3. **Ask students:** "What could you ask yourself, or what steps could you take before making a decision, that would make it most likely that it would be a good decision?" Asked another way, "If you were going to give some younger students steps to take in making a decision, what would you tell them?" **Have students generate steps for decision making.**

4. The following is an easy process that can be used for making decisions and for solving problems as well. You can **offer this as a process after students have generated their own.** They may choose to use their own process or the DECIDE process.

Define — the decision
Evaluate — what's important to you
Consider — alternatives
Identify — consequences, risks, and costs for you and others affected — or each alternative
Decide — which alternative is best
Execute — your decision

5. **Have students discuss** what they learned.

Materials Needed: None.

Decision-Making Activities

Purpose: To give students practice in decision making.

Teacher Role/Session Sequence:

1. **Select one** of the following activities — or one of your own choosing from other sources — to give students an opportunity to practice decision-making. Several of the activities below will require at least two sessions, one for planning and one for "performing."

Menu of Alternative Decision-Making Activities

a) **Have students form** small groups. Have each group select a decision that students of their age group have to make. Have the groups role play the situation and the outcome for each alternative for the entire group.

b) **Have the entire group create** a skit that has a plot revolving around a crucial decision a character has to make and what happens as a result of the decision — or have small groups each create a skit.

c) **Have several students generate** scenarios in which a decision(s) must be made. The group then makes a decision(s) for each scenario, going through the decision-making process — OR — have small groups do the same and then share their decision with the class as a whole.

d) **Have the class make up** an activity that would have them practice decision-making. Then, have the group engage in the activity.

e) **Have students make up** and tell or write a story (or a poem) about someone who has an important decision to make and what happens as a result of the choice made.

f) **Have students draw** a picture or make a mural that depicts them — or someone — making an important decision.

Materials Needed: Materials needed depend on the activity selected.

Solving Everyday Problems

Purpose: To introduce students to the concept and process of problem solving.

Teacher Role/Session Sequence:

1. **Have the class think** of a problem that's common to students their age. If the class has difficulty coming up with or choosing a problem, a possible one to use is the following: "Your friend is spending the night at your house. Your parents are asleep. Your friend wants to sneak out of the house and go visit another friend."

2. **Ask students** how they might go about solving this problem. After this discussion, propose that they could apply the DECIDE process (or one they develop) to help them solve the problem.

   The DECIDE process, as applied to problem-solving, is:

   D*efine* — the decision
   E*valuate* — what's important to you
   C*onsider* — alternatives
   I*dentify* — consequences, risks, and costs for you and others affected — or each alternative
   D*ecide* — which alternative is best
   E*xecute* — your decision

3. **Have students use** the process they create — or the DECIDE process — to solve the problem chosen in number one.

4. **Have students discuss** the value of knowing a step-by-step problem-solving process (often when you have a problem, you can't "think straight" so it helps to have a method that you know works).

5. Provide time for students to practice problem solving. They may generate their own or "solve" one or more from the Student Supplement DM/PS6-4 (Problem-Solving — Group Problems). You may have students work independently or in small groups; they may write or talk about their responses.

6. Have students discuss what they learned and any actions they might take.

Materials Needed: Student Supplement DM/PS6-4 (Problem-Solving — Group Problems).

Problem-Solving — Group Problems

Problem #1

Your teacher just returned your report. You worked really hard on it, but only got a "C" grade. You think you should have received a better grade. You're upset and want to do something about it. What do you do?

Problem #2

You are getting a ride home from school with your friend's older brother. The person who is driving the car wants to stop to smoke some marijuana before driving you home. What do you do?

Problem #3

One of your parents blames you for something your little sister did. You are going to be punished. You are really mad. What do you do?

Problem #4

You are at the store with a friend. The friend takes some gum and gets caught. The store manager blames both of you and says he's going to call your parents and maybe the police. What do you do?

Problem #5

Some of your friends are over after school. Your parents aren't home. Somebody opens the refrigerator, sees a bottle of wine, and asks the others if they want some. They all say, "Yes." They look at you to see if it's OK. You're afraid your parents will come home and find out. What do you do?

Problem #6

Some of your classmates were cheating on a test. The teacher didn't see them cheating. Because you didn't cheat, your grade was lower than theirs. What do you do?

Solving My Problems

Purpose: To give students practice in using the problem-solving process with their own problems.

Teacher Role/Session Sequence:

1. **Ask students** to think of one or more problems. They should be issues they'd feel comfortable having talked about and "solved" by the group (although the group won't know whose problem it is). **Have them write** each problem on a strip of paper — without their name (so they will be anonymous). Put the problems into an "I'm-in-a-pickle" jar.

2. **Have students work** together in small groups. Have someone from each group reach into the jar and pick a problem. Have them use a problem-solving process they've created or you've given them or the DECIDE process —to come up with a solution.

   D*efine* — the decision
   E*valuate* — what's important to you
   C*onsider* — alternatives
   I*dentify* — consequences, risks, and costs for you and others affected — or each alternative
   D*ecide* — which alternative is best
   E*xecute* — your decision

3. **Monitor students** as they work together in small groups, answering questions and providing guidance as necessary.

4. **Have each group present** the problem it worked on, the possible solutions and consequences, the solution it picked, and why it picked that solution.

Materials Needed: A jar.

Note: You may wish to have an "on-going" jar into which students may anonymously deposit problems. They can be the first order of business any day, thus being responsive to actual timely concerns of students. This activity may take more than one session.

Problem Solving In Action

Purpose: To provide students with an opportunity to practice solving real-life problem situations.

Teacher Role/Session Sequence:

1. **Choose one** of the following activities — or one of your own choosing — that gives students an opportunity to solve problems relevant to them.
    a) **Have students form groups** and have each group choose a problem from problems they have generated and deposited into an "I'm-in-a-pickle" jar. Then have each group role play the problem situation and its solution.
    b) **Read a short story**, or a portion of a book (that your students can relate to), that has a problem situation. Have students (in the large group or in small groups) come up with a solution to the problem posed in the story.
    c) **Ask students** if anyone has a problem they'd like the group to help solve. Have the group use a problem-solving process of their own or the DECIDE process (see DM/PS6-4) to solve as many problems as time permits.
    d) **Have students generate** a list of three or four problems that are real problems most kids in their grade have to confront. Use the problem-solving (or the DECIDE) process to solve these — through discussion or by role-playing the situations.
    e) **Have the students think of** an activity in which they further practice their problem-solving skills.
2. **Have students discuss** what they learned.

Materials Needed: Materials needed are determined by the activity selected.

Decisions I Face

Purpose: To introduce the concept of decision making by having students look at the different kinds of decisions they make.

Teacher Role/Session Sequence:

1. **Ask students** to identify various kinds of decisions they have to make in their lives.

2. **Ask them** what is different about the following decisions:

    a) brushing their teeth (automatic unconscious; has become a habit)
    b) deciding what to wear (takes some thought)
    c) deciding whether to eat junk food or healthy food (requires thought; affects your health, etc.)
    d) deciding whether or not to take drugs (requires thought; affects your health; may affect others in your life)

3. **Have students identify** several decisions they have made or have to make that represent each category below. Have them also discuss the decisions, particularly examples of c) and d). How do these decisions affect them? Others?

    a) automatic
    b) requires some thought
    c) requires some thought and affects them
    d) requires some thought and affects them and others in their lives

5. **Have students discuss** what they learned, insights they had, and actions they will take.

Materials Needed: None.

How Do Decisions Get Made?

Purpose: To give students an opportunity to explore how they make decisions and to generate a decision-making process.

Teacher Role/Session Sequence:

1. **Ask students** if they've ever been faced with a decision that was difficult to make. Have several students share examples.

2. **Ask students** what general steps they see there are to take in making any decision. Have students discuss and generate steps for decision-making. You might also share the following decision-making process. It's easy to remember and can also be used for problem solving (as will be seen in later sessions). The DECIDE process for decision making is:

   D*efine* — the decision
   E*valuate* — what's important to you
   C*onsider* — alternatives
   I*dentify* — consequences, risks, and costs for you and others affected — or each alternative
   D*ecide* — which alternative is best
   E*xecute* — your decision

3. **Divide the class** into small groups. Have each student suggest a real or hypothetical (but one that represents what students their age actually confront) decision to be made. Have the group use the students' (or the DECIDE) decision-making process to make the decision.

4. **Have the groups share** one or more examples with the entire class.

5. **Have students discuss** what they learned and the steps they took to arrive at their decision.

Materials Needed: None.

Solutions, Solutions, Everywhere . . .

Purpose: To give students an opportunity to discover how they approach and solve everyday problems.

Teacher Role/Session Sequence:

1. **Ask students** to think of a problem they have, an everyday problem. It should be one they feel comfortable talking about in class. Have them write it on a piece of paper, fold the paper into fourths, and put it into a bag you pass around. (These problems are to be anonymous; do not have them put their names on their papers.)

2. **Tell students** that they will be talking about problem-solving and generating steps they will be able to use to solve these and other everyday problems.

3. **Ask students** to think about and share what value there would be in knowing a process to use to solve problems (it can help them when they're in the middle of a problem and not able to think clearly; it allows them to be more efficient when approaching problems even when they're not upset, etc.)

4. **Ask students** to think about the steps they actually take when faced with a problem. List these on the board.

5. **Show students** that the DECIDE process (it is a decision-making process) works for problem solving as well:

   D*efine* — the decision
   E*valuate* — what's important to you
   C*onsider* — alternatives
   I*dentify* — consequences, risks, and costs for you and others affected — or each alternative
   D*ecide* — which alternative is best
   E*xecute* — your decision

6. **Pick a problem** that the group suggests (it could be a problem that the group is having or a general school problem) and facilitate the group in solving the problem by going through the steps of their problem-solving process or the DECIDE process.

7. **Have students** share what they learned.

Materials Needed: A paper bag, paper, pencils.

Note: You may have to provide some problems for the bag as some students may not put a problem in.

A Solution To My Problems

Purpose: To have students practice using a problem-solving process to solve their everyday problems.

Teacher Role/Session Sequence:

1. **Let students know** that today they will have an opportunity to use a problem solving process (one they've created or you've given them, or the DECIDE process described in DM/PS7-3) to solve some problems. Have them write down some everyday problems and put these into a bag.

2. **Divide students** into small problem-solving groups (in whatever way works best for you and your group).

3. **Have a student** from each group **reach** into the bag and **pull out** a "problem."

4. **Have each group solve** the problem by using the steps in the problem-solving process they generated or the DECIDE process. As they finish solving the problem, give them a new problem to solve, as time permits. However, the point isn't to solve the most problems; the point is to come up with good solutions.

5. **Have the groups share** their problems and solutions with the entire class.

Materials Needed: Bag containing problems written by students with a few extras you may have put in.

Additional Tips: You might ask if anyone really would like their problem solved and assign that problem (or those problems) to one (or more) of the groups.

Note: This activity may take more than one session.

Problem Solving

Purpose: To provide students with an opportunity to practice using problem-solving skills.

Teacher Role/Session Sequence:

1. **Choose one** of the following activities — or one of your own choosing — that gives students another opportunity to practice solving problems.
   a) **Have students choose** several problems faced by students of their age. Have each of several small groups role play the problem and its solution.
   b) **Have students find** examples in books and short stories of problems representative of their age group. Have each of several students read or present the problem and have the group generate solutions — OR — have the students read or present the solution as well as the problem and have the group discuss the situation. Do they agree with the solution? What would they have done?
   c) **Have students choose** a school-wide problem to address. Have the group as a whole go through the process to "solve" the problem and then take the actions necessary to bring about that solution.
   d) **Have students "adopt"** a younger child — it could be a sibling, a neighbor, a friend's sibling, etc. Have them meet with the child and help him/her to solve a problem they have by using a problem-solving process. Then have them share about what happened with the class.
   e) **Have students think up** (and **do**) an activity that would have them use their problem-solving skills.
2. **Have students discuss** what they learned.

Materials Needed: Materials needed depend on the activity selected.

Peer Pressure

Purpose: To have students understand that peer pressure results in a special kind of decision-making situation.

Teacher Role/Session Sequence:

1. **Ask students,** "What is peer pressure?" (It's the attempt by friends to influence their decisions.)

2. **Ask students** to share some examples of peer pressure and to discuss the degree to which it's a problem for them, for others they know, and for students their age.

3. **Ask students** to identify methods that people use to exert peer pressure. Some examples are:

   a) talk you into it/use reasoning (e.g., everyone's doing it, you won't get hurt by it, etc.)
   b) non-verbal actions (e.g., everyone laughs at you, ignores you, points their finger at you, etc.)
   c) rejection (e.g., they exclude you from their plans, "We won't ask you anymore," etc.)
   d) put-downs (e.g., you're a baby, a chicken, no fun, etc.)

4. **Have students think** of several different situations in which seventh graders might be pressured by their peers (e.g., smoking, sneaking into a theater, hitch-hiking, ditching class, drugs, cheating on a test, clothes they think they "must" have, etc.). List these on the board.

5. **Form several small groups,** each of which takes (chooses or you assign) one topic. Have students role play the situation, demonstrating different methods of peer pressure and how students resolve the situation in a positive way (refer to a decision-making or the DECIDE process described in DM/PS7-3) — OR — do a skit in which they act out a situation involving the peer pressure and the positive resolution.

6. **Have students discuss** what they learned, insights they had, and actions they will take.

Materials Needed: None.

Note: You may wish to spend more than one session on this activity.

Decisions, Decisions . . .

Purpose: To introduce the concept of decision making by helping students become aware of the kinds of decisions they make.

Teacher Role/Session Sequence:

1. **Ask students,** "What is decision making" (making up one's mind, making choices)?

2. **Point out** that we make hundreds of decisions each day, many of which we don't think much about.

3. **Ask students** to name some of the decisions they've made in the past 24 hours. List some common ones on the board.

4. **Point out** that some decisions are harder to make than others. Which on the board were more difficult to make and why?

5. Regarding the following decisions, **ask students** if each would be easy or hard to make and why.

    a) whether or not to brush your teeth
    b) whether or not to put on your shirt before your jeans
    c) whether or not to eat chicken with a fork or with your hands
    d) whether or not to lie to your mother
    e) whether or not to cut class
    f) whether or not to smoke

6. **Have students discuss** the following:

    a) Regarding the decisions listed above (in step number five), how would each one affect other people in your life? How would each affect (1) your friends; (2) your parents; (3) your teachers? Would each of these people be happy with your decision? Unhappy?

    b) Do you ever make decisions that displease your friends? Your parents? Your teachers? How do you feel when you do?

    c) Do you ever make decisions that please your friends, parents, or teachers but displease you? How do you feel when you do?

    d) How do you feel when your decision pleases everyone?

7. **Point out** to students that it's important to consider how their decisions will affect others because that effect will also impact them.

Materials Needed: None.

How Do I Decide?

Purpose: To provide an opportunity for students to explore decisions they make and strategies they use to make them.

Teacher Role/Session Sequence:

1. **Ask students** to name some important decisions they —or students their age —have had or will have to make. **List these** on the board.

2. **Ask students** how they go about making important decisions such as those listed. That is, what steps do they take when approaching a problem that needs to be solved? **Have students generate** steps for decision making.

3. The following is a simple process that can be used for making decisions. **You may suggest** this as a process they can use after they've generated their own.

   D*efine* — the decision
   E*valuate* — what's important to you
   C*onsider* — alternatives
   I*dentify* — consequences, risks, and costs for you and others affected — or each alternative
   D*ecide* — which alternative is best
   E*xecute* — your decision

4. **Have students practice** using their process or the DECIDE process on one or more of the decisions listed on the board.

5. **Have students discuss** what they learned.

Materials Needed: None.

Problem Solving

Purpose: To help students become aware of problems common to people and to look at how to approach solving these problems.

Teacher Role/Session Sequence:

1. **Ask students** to jot down a problem they have common to people of their age — OR — common to people in general. Collect the papers (they should be anonymous).

2. **Pick one** and read it to the group.

3. **Ask students** how, in general, they would go about solving this — or any problem. That is, **have them generate** steps they would take to solve a problem, steps that would be likely to lead to a successful solution. **List the steps** on the board. **Point out** that these steps make up a problem-solving process they can use to approach problems.

4. **Suggest** that they may use this process or the DECIDE process for decision making.

   The DECIDE process, as applied to problem solving, is:

   D*efine* — the decision
   E*valuate* — what's important to you
   C*onsider* — alternatives
   I*dentify* — consequences, risks, and costs for you and others affected — or each alternative
   D*ecide* — which alternative is best
   E*xecute* — your decision

5. **Discuss the advantages** of being familiar with a problem-solving process ahead of the time a problem arises.

6. **Have students use** their process or the DECIDE process to solve the problem picked earlier.

7. **Apply the process** to another problem or two (from those submitted by the students), as time permits.

8. **Have students discuss** what they learned.

Materials Needed: Sample problems written by students.

Note: Another option would be to show the video of "The Lady or The Tiger" by Frank R. Stockton and ask students to select one solution or the other and explain how they used the DECIDE process to make the decision.

More Problem Solving

Purpose: To provide students with an opportunity to practice solving problems.

Teacher Role/Session Sequence:

1. **Divide students into small groups** in whatever way works for you.

2. **Have each group pick** one or more problem(s) from some submitted by students themselves. You can put the problems in a container and have students pick one.

3. **Have each group solve** its problem(s) using a problem-solving process the class generates, you give them, or the DECIDE process (see DM/PS8-3).

4. When all are complete, **have groups share** their problems and solutions with the rest of the class.

5. **Have students** share what they learned.

Materials Needed: Sample problems written by students in a bag, bowl, or other container.

Work: What's Important?

Purpose: To introduce career awareness by having students explore what's important to them in the area of work.

Teacher Role/Session Sequence:

1. **Tell students** that an important decision they'll have to make in the next several years involves their future — specifically their career.
2. **Explain** to students that they will be engaging in a career awareness activity.
3. **Tell students** that the first step in exploring possible careers is to become aware of what's important to them in the area of work.
4. **Hand out** Student Activity Sheet DM/PS8-5 (Work: What's Important?) and go over instructions with students.
5. **Monitor students** as they work independently on the activity sheet. Answer questions and provide guidance as necessary.
6. **Ask students** to share what they learned about themselves and what they might be interested in.

Materials Needed: Student Activity Sheet DM/PS8-5 (Work: What's Important?).

DECISION MAKING/PROBLEM SOLVING — **Student Activity**

NAME: ______________________

Work: What's Important?

When exploring possible careers, it is useful to know what's important to you, what you want to accomplish, and what you want to get from doing your work. The purpose of this activity is to help you explore what's important to you in a career. Read the items below and check the five that are most important to you in a career. After you've checked the five, put a number one next to the item that's most important to you, a two next to the item that's second most important, and so on to number five which is the item that's least important.

______ Making lots of money

______ Inventing or developing something useful or important

______ Working alone, on your own

______ Becoming an expert on a special subject

______ Doing something that will make your parents proud

______ Becoming a community leader

______ Becoming successful in a business of your own

______ Being well-liked

______ Being your own boss

______ Winning awards or recognition

______ Having an easy job

______ Having the time and money to relax and enjoy life

______ Having an exciting life

______ Doing something that makes a difference in people's lives

______ Learning new skills and abilities

______ Being outside more than half the time

______ Working with the poor and the homeless

______ Working as part of a team

______ Being able to do things you're good at

______ Traveling

______ Working with children

______ Doing what you're interested in

______ Being challenged

______ Having self-respect and self-esteem

______ Helping others who are in trouble

______ Making sacrifices for the sake of the happiness of others

What Can I Become?

Purpose: To provide students with an opportunity to look at potential career areas that both interest them and in which they have ability.

Teacher Role/Session Sequence:

1. **Explain** to students that they will do an activity that can help them become aware of career areas that might be of interest to them and for which they have the ability to succeed.

2. **Ask them** how many have already made some career decisions, how many have just started thinking about careers, how many haven't thought about it at all, and how many are feeling confused or pressured to choose particular careers. **Let students know that becoming aware of their possible career interests can help them go after what *they* want.** *The idea is not to try to make career decisions, but to start exploring career directions.*

3. **Hand out** Student Activity Sheet DM/PS8-6 (What Can I Become?) and go over instructions with students.

4. **Monitor students** as they work independently on the activity sheet. Answer questions and provide guidance as necessary.

5. When students are finished, **group them** according to the areas for which they indicated both high interest and high ability. Use your judgment about going to slightly broader groupings if there is only one student in a particular area.

6. **Ask students** to share in their groups the particular interests they have, ideas they have for careers and for preparing themselves for careers in that area, and who they know in that area that they could talk to about careers.

7. Choose a follow-up activity to **support student's explorations** (e.g., they could set up a resource "library," create a "career fair," write and share goals, etc.).

Materials Needed: Student Activity Sheet DM/PS8-6 (What Can I Become?).

Additional Tips: If your class is really interested in finding out more about certain career areas, have them think of people they know or know of who might be able to come and talk with them about careers in these areas. You may invite one or more of these people to speak to the group or even help students contact these people and plan a "Career Night."

Note: You may wish to spend more than one session on this activity.

DECISION MAKING/PROBLEM SOLVING — Student Activity

NAME: ____________________

What Can I Become?

Directions: Deciding what we can become in our lives involves taking a look at what we are interested in and in what areas we have the best abilities. Eight general categories of work are shown below. For each one, circle your interest from 1 (least interested) to 5 (most interested). Go through the whole list. Then go back and circle how much ability you have in each area from 1 (least interested) to 5 (most interested). Go through the whole list. Then go back and circle how much ability you have in each area from 1 (little ability) to 5 (great ability). If you are moderately interested or think you have average ability, check the 3 column. When you're finished, add across each category to get a total score. Then, list the 3 highest scoring categories below.

		Interest Low High	Ability Low High	Total Score
1.	**Literary Work:** People interested in literary work like to read, write, and teach.	1 2 3 4 5	1 2 3 4 5	________
2.	**Scientific Work:** People interested in scientific work like to solve problems or invent things.	1 2 3 4 5	1 2 3 4 5	________
3.	**Mechanical Work:** People interested in mechanical work like to use machines and tools and to fix things.	1 2 3 4 5	1 2 3 4 5	________
4.	**Clerical Work:** People interested in clerical work like details, accuracy, and working indoors.	1 2 3 4 5	1 2 3 4 5	________
5.	**Persuasive Work:** People interested in persuasive work like to deal with others and sell them ideas and products.	1 2 3 4 5	1 2 3 4 5	________
6.	**Outdoor Work:** People interested in outdoor work usually do well as farmers, foresters, construction workers, and recreation specialists.	1 2 3 4 5	1 2 3 4 5	________
7.	**Social Service Work:** People interested in social service work enjoy helping people.	1 2 3 4 5	1 2 3 4 5	________
8.	**Artistic Work:** People interested in artistic work like to create things with their hands using designs, colors, and different materials.	1 2 3 4 5	1 2 3 4 5	________

List the three categories with the highest scores. These are the types of work you're most interested in and think you have the most ability to do well in.

1. ____

2. ____

3. ____

Exploring Career Options

Purpose: To give students further career awareness experience.

Teacher Role/Session Sequence:

1. **Select one** of the following activities — or one of you own choosing or that the students think of — to give students an opportunity for career-awareness.
    - a) **Invite** a parent or community person to speak on a career topic of particular interest to the group.
    - b) **Have students collect** resource materials (pamphlets, etc.), news articles, magazine articles, pictures, etc., about career areas and/or occupations of interest. Have them then create a bulletin board that represents the interests of the group.
    - c) **Have students bring** in a book (or other written materials) on a career area they'd like to further explore. Have them read about the career or have them share what they have read with the group (or in a small group of students with similar interests).
    - d) **Hand out copies** of the Student Supplement DM/PS8-7 (Career Clusters) and have students select an area and one or two specific occupations to explore on their own and report back on at a later date — OR — have each student choose an area or occupation he or she will gather resources for and bring to class — creating a classroom resource area on potential career areas/occupations.
    - e) **Have students write** a story or "newspaper article" about themselves and their "adventures" in a career of their choosing.
    - f) **Have students create** an interview outline and then interview a person in an occupation that interests them. They may later share about the interviews with the entire class or with smaller, like-interest groups.
2. **Have students discuss** what they learned.

Materials Needed: Materials needed depend on the activity selected. Student Supplement DM/PS8-7 (Career Clusters) is available for (d).

Career Clusters

I. Agri-Business and Natural Resources

- Animal Husbandman
- Animal Research Scientist
- Cooperative Extension Service Worker
- Cowboy
- Entomologist
- Farm Worker
- Farmer — dairy, livestock
- Forester
- Geologist
- Geophysicist
- Microbiologist
- Miner
- Oil Refinery Worker
- Petroleum Engineer
- Plant Research Scientist
- Rancher
- Rig Builder
- Soil Conservationist
- Soil Scientist
- Veterinarian
- Veterinary Aide
- Wildlife Scientist

II. Business and Office

- Accountant
- Bookkeeper
- Clerk Typist
- Computer Programmer
- Dealership Operator
- Fiscal Manager
- General Office Clerk
- Insurance Agent
- Keypunch Operator
- Machine Transcriber
- Office Manager
- Office Supervisor
- Real Estate Broker
- Secretary
- Stenographer
- Systems Analyst

III. Communications and Media

- Creative Writer
- Darkroom Technician
- Display Technician
- Editor
- Electronics Engineer
- Illustrator
- Journalist
- Layout Man
- Photographer
- Reporter
- Telephone Installer
- Telephone Lineman and Cable Splicer
- TV and Radio Announcer
- TV and Radio Engineer
- TV and Radio Program Director
- TV and Radio Repair Technician

IV. Construction

Architect — commercial
Architect — landscape
Architect — residential
Bricklayer
Carpenter
Cement Mason
Construction Laborer
Electrician
Elevator Constructor
Engineer — civil
Engineer — electrical
Engineer — mechanical
Floor Covering Installer
Glazier
Iron Worker
Lather
Metal Worker
Painter
Paper Hanger
Plasterer
Plumber and Pipefitter
Roofer
Sheet Metal Worker
Stonemason

V. Consumer and Homemaking

Chef
Cleaner
Clothing Assembler
Clothing Cutter
Clothing Designer
Clothing Inspector
Clothing Machine Operator
Clothing Pattern Maker
Clothing Presser
Clothing Weaver
Consumer Counselor
Cook
Dietician
Food Journalist
Food Processor
Food Purchaser
Food Service Industry Worker
Food Tester
Furniture Maker
Furniture Refinisher
Home Economist
Home Management Counselor
Household Day Worker
Housekeeper
Interior Decorator
Laundry Worker
Presser
Product Demonstrator
Upholsterer
Waiter

VI. Environment

Air Analyst
Anti-pollution Law Enforcer
Bacteriologist
Conservationist
Engine Emission Inspector
Exterminator
Farmer
Florist
Game Warden
Gardener
Hydroponic Plant Culturist
Industrial Pollution Controller
Landscape Architect
Marine Biologist
Meteorologist
Mine and Dump Restoration Controller
Pollution Control Engineer
Pollution Regulation Enforcer
Sanitation Men
Soil Analyst
Urban Planner
Water Analyst

VII. Fine Arts and Humanities

Actor
Artist Manager
Cameraman
Costume Designer
Costume Maker
Creative Writer
Dancer
Fashion Designer
Film Editor
Film Processor
Film Producer
Foreign Language Broadcaster
Illustrator
Industrial Designer
Minister
Music Composer
Painter
Printmaker
Sculptor
Stage Lighting Designer
Stage Manager
Stage Set Constructor
Tape Editor
Tape Producer

VIII. Health Services

Biochemist
Biophysicist
Chiropractor
Dental Assistant
Dental Hygienist
Dentist
Dietician
Electrocardiographic Technician
Hospital Administrator
Inhalation Therapist
Licensed Practical Nurse
Medical Assistant
Medical Laboratory Worker
Medical Photographer
Medical Records Librarian
Optometric Assistant
Optometrist
Osteopathic Physician
Pharmacist
Physical Therapist
Physician
Podiatrist
Radiologic Technologist
Registered Nurse
Sanitarian
Veterinarian

IX. Hospitality, Recreation, and Leisure

Bellman and Bell Captain
Bus Driver
Chef
Church Group
Coach
Front Office Clerk
Hotel or Motel Manager
Movie Projectionist
Museum Curator
Museum Guard
Park Maintenance Worker
Park Planner
Park Ranger
Playground Supervisor
Professional Athlete
Senior Citizen Center Supervisor
Sports Director
Theatre Ushers
Tour Guides
Travel Agent
Waiter
Waitress

X. Manufacturing

Assembly Line Operator
Distributor
Equipment Producer — foundry
Equipment Producer — machine
Industrial Engineer
Industrial Psychologist
Plant Manager
Product Designer
Product Developer
Product Inspector
Product Packager
Product Promoter
Product Promotion Researcher
Product Storer
Product Tester
Product Transporter
Retailer
Wholesaler

XI. Marine Science

Deep Sea Diver
Fish Hatcher and Raiser
Marine Animal Researcher
Marine Biological Laboratory Worker
Marine Plant Researcher
Ocean Fishing Boat Operator
Oceanographic Mapper
Ocean Mineral Explorer
Offshore Mineral Driller
Offshore Pipe System Constructor
Seafood Inspector
Sport Fishing Processor
Underwater Construction Worker
Underwater Demolition Worker
Underwater Engineering Researcher
Underwater Salvage Operator

XII. Marketing and Distributing

Clothing Store Owner/Manager
Department Store Owner/Manager
Drug Store Owner/Manager
Gas Station Attendant
Grocery Store Owner/Manager
Management Personnel
Marketing Researcher
Pet Shop Owner/Manager
Purchasing Agent
Salesman
Sales Promotion/Publicity Personnel
Variety Store Owner/Manager

XIII. Personal Services

Animal Boarder
Animal Groomer
Animal Trainer
Barber
Bartender
Building Custodian
Chef
Dry Cleaner
Guard
Hair Stylist
Laundry Worker
Makeup Technician
Masseur/Masseuse
Private Household Worker
Waiter/Waitress
Watchman

XIV. Public Service

- Agricultural Advisor
- Army
- Building Inspector
- Coast Guard
- Counselor — Rehabilitation
- Customs Official
- Elected Official
- Employment Counselor
- Engineer
- Fireman
- Hospital Worker
- Immigration Inspector
- Internal Revenue Service
- Judge
- Librarian
- Maintenance Worker
- Marine Corps
- Navy
- Plant and Animal Inspector
- Police — City or State
- Port Authority Worker
- Post Office Worker
- Public Recorder
- Registrar and Licenser of Cars
- Research Worker
- Sanitation Men
- Teacher
- Traffic Controller

XV. Transportation

- Aircraft Mechanic
- Airline Dispatcher
- Air Traffic Controller
- Automobile Mechanic
- Bus Driver
- Clerk
- Conductor
- Flight Engineer
- Locomotive Engineer
- Locomotive Fireman
- Merchant Marine Officer
- Pilot
- Railroad Brakeman
- Signal Worker
- Station Agent
- Flight Attendant
- Taxi Driver
- Telegrapher, Telephoner, Tower Man
- Track Worker
- Traffic Agent
- Truck Driver
- Truck Mechanic
- Unlicensed Merchant Seaman

RELATIONSHIPS — Teacher Guide

What's A Friend? RE6-1

Guess Who I Am RE6-2

Me and My Family RE6-3
Student Supplement - Me and My Family

Learning About Me And My Family RE6-4
Student Supplement - Learning About Me and My Family

Practice Makes Perfect RE6-5

What's Important to My Parents RE6-6
Student Activity Sheet - What's Important to My Parents

What-We-Do-For-Fun Mural RE6-7

Group Project RE6-8

Me And My Friends RE7-1
Student Supplement - Me and My Friends

Friendship RE7-2

My Friends RE7-3
Student Activity - My Friends Part I and Part II

Let's Sell Ourselves! RE7-4

Other People And Me RE7-5
Student Activity - Other People and Me

A Look At Drugs, Alcohol, And Me RE7-6

Getting To Know You RE7-7
Student Activity - Getting to Know You

Who Do You Trust? RE7-8

Group Project RE7-9

Me And Others RE8-1
Student Supplement - Me And Others

What's A Friend? RE8-2

How I Usually Feel RE8-3
    Student Activity - How Do I Usually Feel?

How Do I Usually Act? RE8-4
    Student Activity - How Do I Usually Act?

"Personal" Ads RE8-5

Drugs, Alcohol, And Me RE8-6

Drugs, Alcohol, Me And Others RE8-7

Being Aware of Alcohol and Drug Messages RE8-8

Group Project RE8-9

What's A Friend?

Purpose: To help students think about what is important in a friend.

Teacher Role/Session Sequence:

1. **Let students know** that today they are going to discuss friendship.
2. **Ask:** "What's a friend?" Have students discuss qualities they think are important in a friend. For each that they mention, have them say why that quality is important. List the qualities on the board.
3. **Have students discuss** what a good friend would do in the following situations:
    a) You're in trouble.
    b) You made a mistake.
    c) Someone made fun of you.
    d) You need help with a problem.
4. **Have students discuss** the following questions:
    a) Is it better to have a lot of friends or just a few friends?
    b) How do you find a friend?
    c) Have you ever moved somewhere new or changed schools?
    d) How did you make new friends?
5. **Have students brainstorm** ways of making new friends — whether it's a result of a move, being in a new situation, meeting someone they'd like to be friends with, or just because they want a new friend.

Materials Needed: Chalkboard and chalk.

Guess Who I Am

Purpose: To provide students with an opportunity to expand their relationships with one another.

Teacher Role/Session Sequence:

1. **Have students write out** (on a 3x5" card or piece of paper) some information about themselves that describes them but doesn't make it too obvious who they are. They may include things such as hobbies, skills, accomplishments, unusual things about themselves and/or someone in their family, things that are important to them, a special interest or talent that few people know about, or whatever you'd like to designate. Include a card for yourself.

2. **Collect the cards.**

3. **Read each card** and have the group guess whom is being described.

4. When all cards have been read and identities guessed, **allow students** to ask questions of one another about things they'd like to know more about.

5. **Have students share** what this activity meant to them and at least one new thing they learned about someone.

Materials Needed: 3x5" cards or pieces of paper; pencils.

Me and My Family

Purpose: To provide students with an opportunity to look at their relationships with their families and become aware of how others view these relationships.

Teacher Role/Session Sequence:

1. **Have students sit** in a circle. Read each sentence stub from Student Supplement RE6-3 (Me and My Family). As you read each, *you* complete the sentence first. Then, go around the circle having each student complete the sentence. Allow students to pass if they are not comfortable sharing.

2. **Ask students** if they've heard the expression, "Blood is thicker than water," and what they think it means (our "ties" to family are stronger than other ties, etc.).

3. **Have students discuss** what they learned about (a) their relationship with their family and (b) other people's relationships with their families. What are some things most people have in common? What are some differences?

4. **Ask students** to find examples from the newspaper that demonstrate the importance of family; i.e., that show a family member doing something for another family member or one family member depending on another. (You bring an example as well.) You might also find — or ask students to recall or bring in examples of stories that demonstrate the same point.

Materials Needed: Student Supplement RE6-3 (Me And My Family).

Additional Tips: If some students have negative responses, and/or suggest they have negative home lives, allow them to express themselves. Suggest that it's natural to feel negatively about their family from time to time. If you suspect that there are serious problems in the home, you might want to speak with the student after class and refer him/her to a counselor or other appropriate professional. These recommendations hold for any sessions dealing with family.

Me and My Family

I like my family because . . .

I like my sister/brother/cousin because . . .

I like my parent(s) when . . .

When someone in my family is nice to me, I . . .

One way I am like everybody else in my family is . . .

One way I am different from everyone else in my family is . . .

My home would be a better place if everyone . . .

I like by family best when . . .

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Learning About Me And My Family

Purpose: To provide students with an opportunity to learn about their family and what it's like to be a member of their particular family.

Teacher Role/Session Sequence:

1. **Tell students** that today they will take some time to look at some specifics about being in the family they're in.

2. **Talk to students** about families and being a member of a family. You might share about your family and some of your experiences of growing up in your family. **Point out** that all families are different, that there are sometimes instances when people wish they could "trade in" their family for another, and that people often take their family for granted — OR — read about a family from a story or newspaper article.

3. **Have students sit** in a circle and do the activity following (see step #4) — OR — pair students and have them share their answers with a partner.

4. **Take each question** from the Student Activity RE6-4 (Learning About Me and My Family) and use it as the basis for discussion (you may use the sentence stubs "as is" and fill in the blanks, or rephrase them as questions). *You* share first (have your answers reflect what was true for you when you were your students' age) and then (a) go around the circle and have students "fill in the blanks" or answer the questions — OR — (b) ask for volunteers to share. If your group works in pairs, you might give copies of the student activity to each pair — OR — (c) tally responses.

5. **Have students discuss** what they learned about their family and their role in it that is most important to them right now.

Materials Needed: Student Activity RE6-4 (Learning About Me And My Family).

RELATIONSHIPS — Student Activity **NAME:** ______________________

Learning About Me and My Family

1. The chores and responsibilities I have in my family are ______________________

   What I like about these chores is ______________________
   because ______________________

   What I dislike about these chores is ______________________
   because ______________________

2. At home I like to do ______________________
   because ______________________

3. The think I like to do best with my family is ______________________
   because ______________________

4. The family member I would most like to spend the day with is ______________________
   because ______________________

5. The member of my family who makes me laugh is ______________________
   because ______________________

6. The person in my family I most like to play with is ______________________
   because ______________________

7. The member of my family who needs me the most is ______________________
   because ______________________

8. When I have a problem in school, the person in my family I usually talk to is
   ______________________ because ______________________

9. When I'm sad, the person in my family I usually talk to is ______________________
   because ______________________

10. Something I wish my family and I could do more often is ______________________
    because ______________________

11. Something I could do to make my family's life better is ______________________
    because ______________________

12. Something I wish my family and I could talk more about is ______________________
    because ______________________

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Practice Makes Perfect

Purpose: To give students an opportunity to practice what they can do to improve communication with their parent(s).

Teacher Role/Session Sequence:

1. **Ask students** to share some examples of things they don't talk to their parent(s) about. Have them include why they choose not to and what they suppose would happen if they did.

2. **Tell students** that today they will have a chance to practice talking to their parent(s) about something that's an issue or conflict between them and their parent(s).

3. **Select one** of the following activities:

    a) **Have students think of** one specific issue they'd like to talk to their parent(s) about. **Pair students and have each role play** him/herself (speaking about an issue) communicating to his/her parent (the partner) and then reverse roles and become the parent (partner role plays him/her). Partners then switch and the other student plays him/herself, then his/her parent.

    b) **Have students make up** a skit or play which is about kids communicating (poorly and well) with their parent(s).

    c) **Read** a story that exemplifies good communication between parent(s) and children — OR — **have students find** or **create** such stories.

    d) **Have students write** a dialogue between themselves and their parent(s), centering on an issue of importance.

    e) You or the students **create** an activity that has them practice communication with parent(s).

4. **Have students discuss** what they learned.

Materials Needed: Materials needed depend on the activity selected.

What's Important to My Parents

Purpose: To give students an opportunity to think about what they think is important to their parents and thus get to know their parents better.

Teacher Role/Session Sequence:

1. **Tell students** that they will have a chance to explore and discover what is important to their parents and see if what's important to them is related to or comes from what's important to their parents.

2. **Hand out** Student Activity Sheets RE6-6 (What's Important to My Parents). Tell them that today they are going to write some questions to ask their parents about what's important to them (e.g., what would they do if they were given a million dollars; is it more important to earn lots of money or be happy; if you could live anywhere, where would you live; etc.). **Spend some time brainstorming** a few generic questions with the class. Then have them write their questions in the space provided on the activity sheet.

3. Next, **ask students** to imagine what they think their parents' answers to the questions might be and have them write these guesses down in the space provided. (Have them answer for both parents if both are involved in their upbringing; otherwise, have them ask whomever they live with and is responsible for them.)

4. **Engage students** in a discussion about what it was like for them to guess what their parents' answers would be. How much do they think they know about what's important to their parents? A lot? A little? From their guesses, does it seem like their parents' actions and choices in life are consistent with what's important to them?

5. **Assign students** the task of interviewing their parents and actually finding out the answers to the questions they created. Ask students to write down their parents' answers in the spaces provided on the activity sheet and to be sure to bring the sheet with them to the next session. Suggest that they "let go" of what they already think and be open to and listen to their parents.

6. After students have completed their interviews, **ask them** how many were surprised by some of their parents' responses and how many got answers to the questions that were similar to their guesses. Ask a few students to share what it was like for them to interact with their parents about what's important to them.

7. **Have students now answer** [*for themselves*], the questions they wrote to ask their parents, in the space provided.

8. Next, **have students compare** their answers with those of their parents, marking those that are similar or alike with an "S" and those that are different with a "D" in the column marked S/D.

9. **Have students discuss** why they think some items are the same and some are different? What have they learned?

Materials Needed: Student Activity Sheet RE6-6 (What's Important to My Parents).

Note: This activity will take more than one session.

RELATIONSHIPS - Student Activity Name: ______________________

What's Important to My Parents

Use this form to record the information requested by your instructor.

Question	Your Guess	Parent's Answers	S/D	Your Answer

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What-We-Do-For-Fun Mural

Purpose: To provide students with an opportunity to experience and express what they enjoy doing in their leisure time in a cooperative, enjoyable activity.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to start a mural that depicts what the group as a whole enjoys doing in its leisure time.

2. **Ask students** to share what they enjoy doing and how these things might be depicted on a mural (e.g., drawing pictures, bringing in record album covers or pictures of entertainment personalities, etc.).

3. **Organize students** in a way that works best for you and your class. You might divide the mural into different sections (revolving around different interests) and have volunteers work on one section, or start with one and rotate to another, etc.

4. **Monitor students** as they work and develop the mural. Use this as an opportunity to further get to know your students by asking them about their drawings, items, etc. Let it also be a chance for students to get to know one another better.

Materials Needed: A large piece of butcher paper (or similar paper) for the "base" of the mural; other art supplies (paints, crayons, marking pens); tape and glue; scissors; paper; etc.

Note: This activity will take more than one session.

Group Project

Purpose: To give students an opportunity to expand the possibilities of their relationships by planning and engaging with others in a project that makes a difference.

Teacher Role/Session Sequence:

1. **Select one** of the following projects — or one of your own or the students' choosing to give students an opportunity to work together on something that makes a difference to others.

    a) Have students plan a family project such as an outing or activity that brings together the family in a new and different way. The project may range from something as simple as a picnic (for a family that's never spent time together in this way) to doing something (as a family) for a family that's less fortunate, to an advisement group family picnic, to something in between.

    b) Have students plan a school project such as doing a special bulletin board on a topic of importance, conducting a school clean-up day, planting a tree or some flowers to make the grounds more beautiful (funds would need to be raised or donated), painting a decorative mural for the school, etc.

    c) Have students plan an appreciation day or assembly at which time they acknowledge and appreciate key adults who have contributed to the students and the school, including such people as teachers, administrators, cafeteria workers, custodial staff, other staff, etc.

    d) Have students create a "Do Something Nice For Someone" Day in the school. Students do something nice for at least *someone* and then report back on the "deed" and the reaction. This project might extend to include all sixth grade advisement groups or even to the entire school.

    e) Have students create a project that they'd like to engage in.

2. The project may take the next session or two to plan and then may be carried out within the time frame of the advisement or outside, as determined by the particular project. **Have students brainstorm** ideas for carrying out their project. To help them plan and achieve their project, you may refer them to the goal-setting skills they learned in the GOAL SETTING unit.

3. When the project is complete, **have students "debrief"** on the project by discussing the following, and/or similar, questions or statements:

   a. How do you feel now that the project is complete?
   b. What worked and what didn't work in planning and carrying it out?
   c. What would you do differently if you could do it over?
   d. What difference did the project make? To whom and in what way?
   e. What else would you like to say?

Materials Needed: Materials needed depend on the activity selected.

Note: This project will take more than one session.

Me And My Friends

Purpose: To provide an opportunity for students to consider their relationships with their friends and become aware of how others view theirs.

Teacher Role/Session Sequence:

1. **Have students sit** in a circle or other informal configuration.

2. **Ask students** to share an important experience they've had involving a friend (be prepared to share a personal experience to model what you're asking). For example: "I was having some problems with my family and my good friend called me, long distance, every night to find out how I was doing, to see if I needed anything, and to offer support. She helped me get through a really hard time."

3. **Read the first sentence stub** from the Student Supplement RE7-1 (Me and My Friends). As you read each, *you* complete the sentence first. Then, **go around the circle** having each student complete the sentence stub you've begun. Allow students to pass if they wish.

4. **Ask students to discuss** what they noticed and learned from different people's answers (they all reflect a person's perspective; people think different things about friends; people have different values about friends; etc.).

5. **Ask students** to find examples from the newspaper that demonstrate the importance of friendship, i.e., that show someone doing something for a friend or someone depending on a friend. (You bring an example as well.) You might also find — or ask students to recall or bring in examples of — stories that demonstrate the same point.

Materials Needed: Student Supplement RE7-1 (Me And My Friends).

Additional Tips: If students claim they have no friends or don't want friends, don't challenge them. Accept where they are and ask if they'd be willing to do the activities *as if* they had friends or wanted friends and see what that's like. Also, if you sense you have a student who is a loner because no one is willing to be his or her friend, you might see if there is someone in the group who would be willing to become an acquaintance of this person (this would, of course, be done quietly as a one-on-one interaction, not asked in front of the group). Make sure the "loner" wants such an arrangement made on his/her behalf.

CONFLICT RESOLUTION — Student Supplement

Me and My Friends

One thing I like about my friend is . . .

Helping my friend is . . .

My best friend can be counted on to . . .

If I could teach my friend one thing, it would be . . .

One way I am like all my friends is . . .

One way I am different from all my friends is . . .

I like being with friends who . . .

Friendship

Purpose: To help students explore the nature of friendship.

Teacher Role/Session Sequence:

1. **Tell students** that today they will engage in a discussion about friends and friendship.

2. **Engage students in a discussion** about the following questions. The discussion can involve the group as a whole — OR — divide the class into small groups that have the discussions. The small groups would then report back to the group as a whole on their answers, which would be synthesized to reflect the thoughts and feelings of the entire group.

   a) When you first meet someone, how much do you let them know about you right away? How do you let people get to know you? Does this vary or change according to your assessment of the person or your needs for new or more friends? Why is this true or not true for you?

   b) How do you know that somebody is really your friend? What would they do and how would they be? What wouldn't they do?

   c) How do *you* let someone know that you are really their friend? What do you do? What don't you do?

   d) Imagine that two of your close friends are fighting with one another. They each ask you to choose between them. You don't want to lose either of them. What do you do?

Materials Needed: None.

Additional Tips: Another option for this session is to use the discussion questions as the basis for role playing.

My Friends

Purpose: To have students become aware of what's important to them in a friend.

Teacher Role/Session Sequence:

1. **Tell students** that they're going to explore what's important to them in a friend.
2. **Hand out** Student Activity Sheet RE7-3 (My Friends — Part I and Part II). Each of these parts can be used as written worksheets or as the basis for partner, small group, or large group discussions. Read the instructions for Part I with students. When these are clear, go over the instructions for Part II.
3. **Take a poll** of the answers for Part I. Ask students how many had loyalty as #1, how many had generosity as #1, etc., and what were some "other" answers. Have them "defend" their answer; that is, *why* did they think that quality was most important.
4. **Ask students** how many of them noticed that their friends have qualities that are similar to one another's or to theirs; how many have friends who are very different from themselves or from each other. Have them share anything else they noticed or insights they have.

Materials Needed: Student Activity Sheet RE7-3 (My Friends — Part I and Part II).

NAME: ____________________

My Friends — Part I

For each question below there are four choices for you to rank-order. Three are written for you. The fourth, called "other," is for you to write another answer if you want to (you don't have to). After reading the question and the choices, write a "1" to the left of the choice you like best, a "2" next to the one you like second best, and so on, for all of the choices. When you have completed this activity, go on to Part II.

1. Which traits are most important to you in a friendship?

____ loyalty
____ generosity
____ honesty
____ other ______________________________

2. What type of activity do you most like to do with your friends?

____ play a sport or game
____ go to the movies or watch TV
____ just talk
____ other ______________________________

3. What would you do if you found out that one of your good friends believed stealing was OK and you thought is was wrong?

____ try to change his or her opinion
____ ignore it
____ stop being friends
____ other ______________________________

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RELATIONSHIPS — Student Activity NAME: ____________________

My Friends — Part II

Write the names of three friends in the spaces below. Underneath each friend's name, write the qualities of this friend. A quality is a feature about the person. It can be about the person's looks, the kind of person he/she is, his/her values, accomplishments, etc. Write both positive and negative qualities. Put a star by the qualities you like or admire.

Name of friend #1: ____________________

Qualities of this friend: ____________________

Name of friend #2: ____________________

Qualities of this friend: ____________________

Name of friend #3: ____________________

Qualities of this friend: ____________________

Let's Sell Ourselves!

Purpose: To help students develop increased skills for noticing positive qualities in themselves and others.

Teacher Role/Session Sequence:

1. **Let students** know that they will be learning and sharing about one another in a different way. The activity will be to write a "commercial" that can "sell" a special talent or quality that one of their classmates has. The commercial may be ads for a magazine or newspaper, a poster, a billboard sign, or a radio (written script) or television (written or pictorial) commercial.

2. **Have each student write** his or her name on a piece of paper. Put all the names in a container and **have each student draw** a name. The name they draw is the name of the person about whom they will be writing the commercial.

3. **Direct students** to the supplies you have assembled for them to use in their commercials. Have them create their commercials.

4. When they have completed their commercials, **ask students** to find the person whose name they hold and spend ten minutes with him/her talking about the commercial. They may then spend the next ten minutes talking with the person whose commercial depicts them. Have each person share his/her commercial, and have the "subject" of that commercial share his/her reaction as well. Alternatively, each student may share his/her commercial with the entire group. He/she may identify the "subject" of the commercial or have the group guess his/her identity after the commercial has been presented.

5. **Assemble students** back into a group and ask them what they found most meaningful in this activity.

Materials Needed: Poster paper, crayons, magic markers, water colors, brushes, scissors, magazines, newspapers, paste, etc.

Additional Tips: The sharing activity will be more fun if students can be secretive about the person whose name they drew. Thus, it would be good to solicit their support in being secretive. In addition, developing positive commercials should be stressed — commercials that build on what students see as the strengths of the person they drew. You may wish to provide for some group sharing of the commercials. You might also want to display the posters in the classroom for a few days. You could take some or all of these "commercials" for a student of the day or week program shown at lunch time or some other appropriate time and place.

Other People And Me

Purpose: To have students identify what's important to others significant in their lives, and the way in which such things can affect their behavior.

Teacher Role/Session Sequence:

1. **Share a personal example** about a time when you were with someone and they engaged in a behavior that went against what you thought was right or important but you found yourself joining in with them anyway. **Ask students** if any of them have ever been in a similar situation and have some of them share.

2. **Point out** that we can be influenced, both positively and negatively, by others in our lives. **Ask,** "How would knowing what's important to you and to others in your life affect your being influenced negatively (if you're clear about what's important to you and the people around you, you're alert to those who might engage in behaviors that go against what you believe to be right or important and you can watch for and more easily avoid 'going along for the ride,' etc.)?"

3. **Inform students** that today they will look at what's important to others in their lives (as reflected by their behavior) and explore how they (the students) might be influenced.

4. **Hand out** Student Activity Sheet RE7-5 (Other People and Me) and read instructions with students. Assure them that you will keep these confidential.

5. **Monitor students** as they work independently on the exercise, providing guidance and answering questions as necessary.

6. **Ask students** how many of them have friends who sometimes (or always) behave in ways that they themselves wouldn't. **Engage students** in a brief discussion about what that is like for them and how they deal with (a) being different (if they don't join in); (b) resisting peer pressure if it exists; and/or (c) joining in even if it goes against what they believe to be right or important.

Materials Needed: Student Activity Sheet RE7-5 (Other People and Me).

Additional Tips: It's important to create an environment of trust and to assure the students that you will keep confidential anything that is said during the session. Solicit the students' agreement to keep confidential what they hear as well.

RELATIONSHIPS — Student Activity NAME: ______________________

Other People and Me

The behavior of other people in our lives can influence us in positive and/or negative ways. Think about the friends you know best. Also think about the friends you might have in the future. Mark the answer that best describes what they do or might do.

My friends:	Always	Sometimes	Never
1. Use drugs	________	________	________
2. Smoke cigarettes	________	________	________
3. Drink alcohol (beer, wine, whisky)	________	________	________
4. Cheat on homework or on tests	________	________	________
5. Smoke marijuana	________	________	________
6. Lie to their parents	________	________	________
7. Shoplift things from stores	________	________	________
8. Are concerned about doing the right thing	________	________	________
9. Resist negative peer pressure	________	________	________
10. Avoid alcohol and drugs	________	________	________
11. Try hard to tell the truth	________	________	________
12. Are supportive of their friends	________	________	________
13. Consider other people's feelings	________	________	________
14. Care about social issues	________	________	________
15. Other	________	________	________

A Look At Drugs, Alcohol, And Me

Purpose: To stimulate students to think about issues involved in the use of drugs and alcohol and develop skills for making responsible choices.

Teacher Role/Session Sequence:

1. **Tell students** that today they will be looking at some issues that deal with the use of drugs and alcohol. Specifically, they will be discussing and role playing some particular situations which they may actually encounter at some time in their life (or maybe already have encountered).

2. **Divide students** into pairs, in whatever way works best in your class. Have students briefly discuss and then role play the situations listed below. Students should play both roles in each of the situations. **Keep students apprised** about the amount of time they have left so they can move on; or, if it seems more appropriate to your group and how they are working, and they're really involved, let them spend the entire session on one situation.

   a) Refusing an offer of drugs or alcohol and still being "cool."

   b) Helping a friend whom you suspect is using drugs or alcohol but who doesn't think he/she has a problem.

   c) Helping your parent whom you suspect is using drugs or alcohol, who doesn't think he/she has a problem.

3. **Reassemble the group** and ask what the experience was like for them, any insights they had, and what they learned.

Materials Needed: Role-playing situations written on the board or a chart.

Note: This activity may take more than one session.

Getting To Know You

Purpose: To provide students with an opportunity to get to know someone better and to share about that person.

Teacher Role/Session Sequence:

1. **Hand out** Student Activity Sheet RE7-7 (Getting to Know You). **Tell students** that they will have an opportunity to develop a deeper relationship with someone in their family, with a friend they'd like to know better or with someone in the community they'd like to get to know. Go over instructions with students. Ask them to interview someone in one of the above categories before the next session. They can do the interview on the phone or in person. Let students know they will be "introducing" the person (by telling about him/her) to the group. They may bring a picture of the person if they have one and would like.

2. **Have students pair up** with someone in class to "practice" interviewing. They may share with the group something new they learned about the person they interviewed.

3. **Have students interview** the person of their choice outside school.

4. When the interviewing "assignment" is complete, **have some students tell** what it was like for them to choose someone, to conduct the interview, to get to know someone better, etc.

5. **Divide students** into small groups to share about their person (do this in whatever way works best for you and your particular group) —OR — have each person share with the whole group. (If someone couldn't or didn't interview someone, have them join a group and listen to the others.)

6. **Compare age groups** of interviewees to see if there are common answers from people of the same age group (use 5 or 10 year spans).

Materials Needed: Student Activity Sheet RE7-7 (Getting To Know You).

Additional Tips: As an alternate to this activity the class could choose a group of senior citizens, nursing home, senior day care, church group, etc. Have the students interview the seniors and then write the interview up. Have all the interviews put together in a "book." Present copies to the seniors for a souvenir.

Note: This activity may take more than one session.

RELATIONSHIPS — Student Activity NAME: ____________________

Getting to Know You

Interview a member of your family that you'd like to get to know better.

1. First, middle, and last name: ____________________
2. Date of Birth: ____________________
3. Favorite food: ____________________
4. Favorite family activity: ____________________
5. Favorite place: ____________________
6. Favorite singer: ____________________
7. Favorite movie: ____________________
8. Favorite movie actor/actress: ____________________
9. Favorite book: ____________________
10. Favorite magazine: ____________________
11. Favorite record: ____________________
12. Favorite hobbies/pastimes: ____________________
13. Favorite sport: ____________________
14. Favorite subject in school: ____________________
15. Favorite saying: ____________________
16. One thing I like about myself: ____________________
17. One wish: ____________________
18. Career goal: ____________________

McREL

Who Do You Trust?

Purpose: To provide students with an opportunity to explore the idea of trust and its relationship to friendship.

Teacher Role/Session Sequence:

1. **Tell students** that they will be engaging in an activity that will help them discover something about trust.

2. **Divide students** into pairs, either randomly (by counting off) or in any other way that works for you and your group (you might pair students whose relationship might benefit by going through such an activity together).

3. **Explain** that they will be going on a walk together. One person will have his or her eyes closed (or be blindfolded) and the other will be the guide. (Let them know that they will switch roles so each gets to lead and follow.) Have the student with the longer hair (or some other arbitrary designator) be the guide first. Tell the guides that they are *not to say anything to their partner* (nor should the partners talk) as they walk, but that they should make sure that the person is safe at all times. Have them take a walk for three or four minutes and then switch roles. Suggest that the walk be made as interesting and varied as possible.

4. **Have students share** with their partners, and a few with the entire group, what the experience was like for them.

5. **Tell students** that they are going to take another walk now (with the same partner, the same person being the guide first). This time, the guides will *tell their partners what's happening* and what's coming up. For example, the guide might say, "We're now walking down the hall. There's no one around and nothing in our path you can bump into. Now we're coming to some stairs. Lift your foot now, now again," etc. Have them walk again for three or four minutes and switch roles.

6. **Ask students** to share how the walk was this time and what the difference was, in their experience, between the two. During which walk did they feel more trusting? What about that situation made them feel more trusting?

7. **Have students discuss trust.** How do they know if they can trust someone in general? How do they decide? How can they tell if they can trust a friend with a secret? What are other trust issues for them?

Materials Needed: You may want to have bandannas or scarves to use as blindfolds to help students keep their eyes closed.

Group Project

Purpose: To give students an opportunity to expand the possibilities of their relationships by planning and engaging in a project with others that makes a difference.

Teacher Role/Session Sequence:

1. **Select one** of the following projects — or one of your own or the students' choosing — to give students an opportunity to work together on something that makes a difference to others.

    a) Have students plan a project with their friends in which they do something meaningful and different with one another — such as do some volunteer work, make or donate something for people in need, etc.

    b) Have students plan a school tutoring project in which they tutor sixth graders who need help in different subject areas.

    c) Have students create a "big brothers and sisters" project in which they "adopt" younger boys and girls who could use the guidance and friendship —OR — have students "adopt" a student with a special need (e.g., new students, foreign students, handicapped students, etc.).

    d) Have students plan a "friendship day" in which everyone in the class or the school focuses on the idea of friendship and does something special for a friend.

    e) Have students create a project of their own.

2. The project may take the next session or two to plan and then may be carried out within the time frame of advisement or outside, as determined by the particular project. **Have students brainstorm** ideas for carrying out their project. Also, to help them plan and achieve their project, you may **refer them** to the goal-setting skills in the GOAL SETTING unit.

3. When the project is complete, **have students "debrief"** on the project by discussing the following and/or similar questions and statements:

    a) How do you feel now that the project is complete?
    b) What worked and what didn't work in planning and carrying out the project?
    c) What would you do differently if you could do it over?
    d) What difference did the project make? To whom? In what way?
    e) What else would you like to say?

Materials Needed: Materials needed depend on the activity selected.

Note: This project will take more than one session.

McREL

Me And Others

Purpose: To provide an opportunity for students to consider their relationships with others in their lives and become aware of how these relationships are viewed by others.

Teacher Role/Session Sequence:

1. **Have students sit** in a circle or other informal configuration.

2. **Ask students** to share about an important experience they've had involving someone else — someone not in their family and not a friend (be prepared to share a personal experience to model what you're asking). For example: "I once had an accident and several people who were nearby came to make sure I was OK, called the automobile service for me, and gave me a cup of coffee to warm me up."

3. **Read the first sentence stub** from the Student Supplement RE8-1 (Me And Others). As you read each, *you* complete the sentence first. Then, go around the circle having each student complete the sentence. Allow students to pass if they are uncomfortable sharing.

4. **Ask students** to discuss what they noticed and learned from different people's answers (they all reflect a person's perspective; people have different ideas about relationships; etc.).

5. **Ask students** to find examples from the newspaper that demonstrate the importance of relationships, i.e., that show someone doing something for someone else or someone depending on someone else. You might also find or ask students to recall or bring in examples of stories that demonstrate the same point.

Materials Needed: Student Supplement RE8-1 (Me And Others).

Me And Others

The world would be a better place if everyone . . .

Cooperation is important because . . .

Other people are important because . . .

I can help other people most by . . .

One way I am like everyone else is. . .

One way I am different from everyone else is. . .

One thing I could teach someone else is. . .

I like being with people when. . .

What's A Friend?

Purpose: To provide students with an opportunity to consider what qualities they think are important in their friends.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to examine what they think are important qualities in people they have relationships with (particularly boyfriends or girlfriends), and "best friends."

2. **Ask students** how many of them think about what a person is like before they become friends with him/her. Why or why not?

3. **Have students make** a list of the qualities that they look for or think are important in a boyfriend or girlfriend.

4. **List,** on the board, the qualities students share from their lists. As students share, have them explain why they think that particular quality is important for a friend to have.

5. **Have students** now **list** qualities they look for or think are important in a best friend.

6. Again, next to the first list, **write** these qualities as students share them. Ask them to specify why they think each particular quality is important.

7. **Conduct a discussion** in which students compare the two lists. Are they similar? Different? If they're different, what are the differences and why do they look for different qualities in these two groups?

8. **Have students think** about one friend, and/or one best friend. What qualities do they possess? Are they similar to or different from the list they made earlier?

9. **What insights** do they have from this exploration about friends?

Materials Needed: Paper and pencils or pens; chalkboard.

How I Usually Feel

Purpose: To provide students with an opportunity to become aware of how they feel in different situations involving other people.

Teacher Role/Session Sequence:

1. **Ask students** to share about times when they've been in a situation with another person or other people and had trouble knowing what to say or how to act. This includes times when they've had something to say to someone and didn't know what to say or how to say it, times when they've said something a few times but still feel as if the other person didn't really hear what they said, etc. Share an example from your personal life.

2. **Tell students** that they are going to take a survey to discover how comfortable they are relating to people in different situations.

3. **Hand out** Student Activity Sheet RE8-3 (How Do I Usually Feel?) and go over instructions with students.

4. **Monitor students** as they work independently on the survey. Answer questions and provide guidance as necessary.

5. **Pair students** and have them compare their answers and share about some of the situations in which they feel most uncomfortable (giving examples of things that have happened, if possible). Have a few students share some examples with the class as a whole, as well as what they learned about themselves.

Materials Needed: Student Activity Sheet RE8-3 (How Do I Usually Feel?).

Additional Tips: Encourage students to be honest when taking the survey. As always, it's up to them to make this useful. It will be most useful if they really look at themselves and what's true for them. In so doing, they can identify areas in which *they* want to improve. If students are concerned about "revealing" themselves have them use a three number code instead of their names. Mix the surveys up and have each student take one and share its contents.

Note: You may wish to carry this activity over to more sessions and conduct discussions about how they might handle some of the specific situations.

RELATIONSHIPS — Student Activity NAME: ____________________

How Do I Usually Feel?

The following situations are designed to help you become more aware of how you act in situations with others. Read each item carefully and then circle how comfortable you are in each situation (1 = very uncomfortable; 2 = somewhat comfortable; 3 = very comfortable).

	Very Comfortable	Somewhat Comfortable	Very Uncomfortable
1. Speaking up or asking questions in a group.	3	2	1
2. Stating my ideas and opinions to an authority figure like my teacher or parents.	3	2	1
3. Keeping eye contact in a conversation with a friend.	3	2	1
4. Going out with a group of friends when I am the only one without a boyfriend or girlfriend.	3	2	1
5. Asking for something I expected but didn't receive in a restaurant or store.	3	2	1
6. Asking that someone return something he/she borrowed from me.	3	2	1
7. Handling a rejection from someone.	3	2	1
8. Not getting the approval of someone important to me.	3	2	1
9. Discussing someone's criticism of me openly with that person.	3	2	1
10. Saying "no" when someone asks me to do something I don't want to do or can't do.	3	2	1
11. Turning down a date or an invitation to something.	3	2	1
12. Expressing my anger directly and honestly.	3	2	1

McREL

How Do I Usually Act?

Purpose: To have students become aware of how they behave in different situations with other people.

Teacher Role/Session Sequence:

1. **Tell students** that today they will look at how they behave under different circumstances involving others. Together, their feelings and behavior define their communication style.

2. **Hand out** Student Activity Sheet RE8-4 (How Do I Usually Act?) and go over instructions — OR — use each of the situations from the activity sheet as a basis for a mini-discussion (either in a group as a whole or in small groups) about that kind of situation, how the students respond to the particular kind of situation, and the merits of each response.

3. If students individually complete the Student Activity Sheet, **take a poll** on the answers, keeping track of the number of "a's," "b's," and "c's." Have a brief discussion on the merits of each response.

4. **Ask students** to discuss what they discovered about themselves and to name at least one kind of situation in which they would like to behave differently than they do currently. How would this be? What might they do to bring about the change identified?

Materials Needed: Student Activity Sheet RE8-4 (How Do I Usually Act?).

Additional Tips: Encourage students to respond honestly.

RELATIONSHIPS — Student Activity NAME: ______________________

How Do I Usually Act?

For each item, circle the letter of the answer that is most like you.

1. When someone I don't want to talk to comes up to me, I usually
   a. look off into the distance or pretend I don't see him/her.
   b. look directly at the person, making eye contact.
   c. look away or look down.

2. When a clerk in a store is rude or nasty to me for no good reason, I usually
   a. get mad and say something back.
   b. get worried and tense.
   c. stay open and keep looking and listening to the person.

3. If I am criticized by someone for something I have done and I think they're being unfair, I usually
   a. talk clearly and firmly.
   b. talk softly or mumble.
   c. talk fast or loud.

4. When someone does something that really upsets me or that I think they have no right to do, I usually
   a. pound my fist, point my finger, or do something else physical.
   b. tinker with something and/or shift my weight from one foot to the other.
   c. stand relaxed and straight.

5. When I am with people I don't know very well and they start talking about something, I usually
   a. listen and share my thoughts and ideas.
   b. don't say very much.
   c. talk a lot so I'm part of the discussion.

6. When I buy something and later find out that something's wrong with it, I usually
   a. take it back and demand my money back.
   b. take it back and talk to someone about the problem.
   c. keep it, give it away, or throw it away.

7. If a friend and I get into an argument and then they start acting like they don't want to talk anymore, I usually
   a. keep talking to win my point.
   b. give in and tell them they were right.
   c. tell them we can try to resolve the problem another time.

McREL

8. When someone really makes me angry, I usually
   a. tell them how I feel and why.
   b. call them names or use a curse word.
   c. ignore my feeling or feel hurt.

9. If I am at a movie and someone keeps bumping or kicking my chair, I usually
   a. turn around and give them an angry stare.
   b. turn around and politely ask them to stop.
   c. ignore it or move to another seat.

10. When I am in line to pay for something and someone who was in line after me gets waited on before I do, I usually
   a. calmly tell the person and the cashier that I was first.
   b. ignore the situation and say nothing.
   c. angrily tell the person to wait his/her turn or tell the cashier I was first.

11. If someone I know does something really nice for me or gives me a nice compliment, I usually
   a. thank them loudly, over and over again.
   b. tell them they shouldn't have done or said it.
   c. thank them and let them know how much I appreciate it.

12. When my brother, sister, or friend won't do his/her fair share of the chores, I usually
   a. stop doing anything myself.
   b. do it all myself.
   c. tell them that I feel angry when they don't do their fair share.

13. When someone I don't like asks me to do something with him or her, I usually
   a. coldly refuse and say I have something else to do.
   b. make up an excuse for not doing it.
   c. explain that I prefer not to do it.

14. If I am doing something very important to me and friends come over unexpectedly, I usually
   a. nicely explain that I'm in the middle of something and ask if we can get together at another time.
   b. put my project aside and pay attention to them.
   c. ignore them and keep working on my project.

"Personal" Ads

Purpose: To give students an opportunity to examine how they view themselves in relation to members of the opposite sex and what qualities they would like in someone of the opposite sex.

Teacher Role/Session Sequence:

1. **Tell students** that today they're going to explore their ideas about themselves in relation to boys/girls (the opposite sex) and what qualities they would like in a boy/girlfriend.

2. **Ask students** if they know what a personal ad is. If they do, have them explain. If not, tell them that these are ads people place in newspapers to meet people of the opposite sex. You might bring in a couple of examples (obviously, examples that would be appropriate to share with the group).

3. **Have students write** a personal ad about themselves.

   For example, a boy might write, "Fifteen-year-old, handsome, smart, athletic boy wishes to meet nice-looking girl who's interested in football and video games, likes to read, and enjoys nature."

   Have them write their ads so that they appeal to the girl or boy of their dreams and so that it really represents what's important to them.

   — OR —

   If your students are too self-conscious to write the ads about themselves, you might pair them up and have the partners interview one another and write the ad for the other person (based on how that person has described him/herself and what he or she wants in an ideal girl/boyfriend).

4. **Collect** the "ads" (have students fold them) in a bowl, bag, or other container. Read the ads (randomly) out loud and see if the students can guess who they describe.

5. **Have students discuss** what they learned about themselves and others as a result of doing this activity.

Materials Needed: Paper and pencils; a container for collecting "ads."

Drugs, Alcohol, And Me

Purpose: To have students think critically about their beliefs and choices related to alcohol and drugs.

Teacher Role/Session Sequence:

1. **Inform students** that today they will be exploring their beliefs and choices they may have to make regarding drugs and alcohol. Let them know that you know that many students face important choices about whether to use, abuse, or refuse these substances and that it isn't always easy, especially given peer pressure.

2. **Engage students** in a discussion about the following questions. Move from one to the next as students are complete with a particular question.

    a) Why do people use drugs and alcohol?
    Are the reasons for drinking different from the reasons for taking drugs? If so, what?

    b) What are some reasons not to use alcohol or drugs?

    c) Have you noticed any connection between drug or alcohol abuse and self-esteem (how one feels about oneself)? If so, what?

    d) Think of someone you know who has become heavily involved in drugs or alcohol. Have you noticed any change in that person's values? In his or her choice of friends? In any of the other choices that person makes?

    e) What is addiction?

    f) Are drugs and alcohol harmful only to those who become addicted? Explain your answer.

    g) How can you have a great party without alcohol and drugs?

Materials Needed: None. It is recommended that this session be informal and intimate and that questions not be written on the board.

Additional Tips: It is critical, because of the sensitive nature of the topic, that students feel safe in discussing their beliefs, thoughts, and feelings. Elicit confidentiality from students and assure them that anything they say will be held by you as confidential.

Note: You may wish to spend several sessions, contiguous or not, discussing these and related questions.

Drugs, Alcohol, Me And Others

Purpose: To have students explore their beliefs that are related to the use of alcohol and drugs, particularly when friends or family are involved in substance abuse.

Teacher Role/Session Sequence:

1. **Ask students** if they personally know or suspect that someone close to them is "hooked" on drugs or alcohol.

2. **Explain** that during today's session they will discuss drugs and alcohol, focusing on others' abuse of drugs and alcohol and the choices they have as a friend or relative.

3. **Engage students** in a discussion about the following questions (an alternative activity would be to pair students and role play "b," "c," and "d"):

    a) How can you tell if someone you care about is hooked on drugs or alcohol?

    b) What effects can a friend's or relative's abuse of alcohol or drugs have on friends or family?

    c) What would you do if your good friend or one of your parents was an alcoholic or drug addict? Would you end the friendship if you found out your good friend was abusing alcohol or drugs?

    d) Sometimes friends and family members of a drug or alcohol abuser do things unknowingly that help the person keep on using. This is called **enabling.** What are some things that enable (rescuing the person from the consequences of his/her abuse making excuses for lending money, covering for, etc.; accepting their excuses; assuming responsibility for their behavior ["If I did this better, he wouldn't have to drink"]; making allowances for their behavior; etc.).

4. **Pair students** in whatever way works for your group and for this situation. Have them role play a scene in which they interact with a good friend or family member as effectively as they can, about the person's problem with drugs or alcohol.

5. **Have students** share any insights they've had and actions they might take.

Materials Needed: None.

Additional Tips: Because of the sensitive nature of the topic, students must feel safe in discussing their beliefs, thoughts, and feelings. Elicit confidentiality from students and assure them that anything they say will be held by you as confidential.

Being Aware of Alcohol and Drug Messages

Purpose: To have students become aware of the hidden messages in society about smoking and using alcohol and drugs that can influence them without their knowing it, and to practice making positive choices around the use of alcohol and drugs.

Teacher Role/Session Sequence:

1. **Have students** notice and write down examples of instances on the radio, TV, ads, etc., in which the message is covertly delivered that drinking, smoking, taking drugs (probably in the form of medicine) is the acceptable thing to do. These may be from commercials or the story itself (e.g., the man comes home and pours himself a drink). **Ask** them to "collect" as many examples as they can to share them with the group.

2. **Ask students** to share the instances of smoking, drinking, and/or using drugs on the radio, TV, in ads, etc., that they found.

3. **Ask students** to share their reactions and any thoughts, feelings, opinions, etc. they have about what they observed.

4. **Engage students** in a discussion about the following questions:

   a) What effect do you think this has on people who listen to, watch, or read these programs, commercials, ads, etc. (people get the message that the thing to do is to pour a drink when they get home, or light up when things get tense, or pop a pill when they don't feel well)?

   b) How can this be dealt with (if people are *aware* that hidden messages are being "sent," they can become knowledgeable about what those messages are and then make choices that are in line with their own beliefs and what's important to them rather than blindly doing what is portrayed as the thing to do)?

   c) If you choose to drink, smoke, or use drugs, what are your reasons? To escape pain? To heighten pleasure? To avoid problems? To relax? To be social? Are your reasons consistent with your beliefs and what's important to you?

5. **Have students share** what they've learned and any actions they might take as a result.

Materials Needed: Chalkboard or chart to write on.

Additional Tips: Confidentiality is critical to a safe climate, one in which students are willing to explore and share about these issues. This activity will take more than one session.

Group Project

Purpose: To give students an opportunity to expand the possibilities of their relationships by planning and engaging in a project with others that makes a difference.

Teacher Role/Session Sequence:

1. **Select one** of the following projects — or one of your own or the students' choosing — to give students an opportunity to work together on something that makes a difference to others.

    a) Have students select an issue of concern in the school (e.g., alcohol/drug abuse, absenteeism, divorce, suicide, etc.) and develop a campaign to positively impact the issue. Activities might range from having a guest speaker, to showing a film or video, to setting up peer support groups, to distributing information on resources.
    b) Have students help out at an organization that supports the elderly, homeless, chronically ill, etc. They might plan a special event (or help out at one), visit with the people, create gifts for them, raise money for them, etc.
    c) Have students do something (see suggestions in "b" above) with a day care center and the children it cares for.
    d) Have students help someone in their neighborhood with a project such as shoveling snow, mowing a lawn, cleaning a garage or attic, raking leaves, running errands, etc.
    e) Have students create a project of their own.

2. The project may take the next session or two to plan and then may be carried out within the tim frame of advisement or outside, as determined by the particular project. **Have students brainstorm** ideas for carrying out their project, Also, to help them plan and achieve their project, you may refer them to the goal-setting skills in the GOAL SETTING unit.

3. When the project is complete, **have students "debrief"** on the project by discussing the following and/or similar questions and statements:

    a) How do you feel now that the project is complete?
    b) What worked and what didn't work in planning and carrying out the project?
    c) What would you do differently if you could do it over?
    d) What difference did the project make? To whom? In what way?
    e) What else would you like to say?

Materials Needed: Materials needed depend on the activity selected.

Note: This project will take more than one session.

COMMUNICATION — Teacher Guide

A Listening Walk COM6-1

Telephone COM6-2
    Student Supplement - Telephone Script

What Did You See? COM6-3

Non-Verbal Communication COM6-4
    Student Supplement - Non-Verbal Communication

Putting It All Together, Together COM6-5
    Student Supplement - Putting It All Together, Together

Reflecting What You Hear COM6-6

Do As I Say COM7-1

Picture Puzzle COM7-2

"I"—"You" Messages COM7-3
    Student Supplement - "I"—"You" Messages

How I Handle Conflict COM7-4
    Student Activity - How I Handle Conflict

Dealing with Conflict COM7-5
    Student Supplement - Dealing with Conflict

What? Me Listen? COM8-1

Listen To What I Say, Not To What You Hear COM8-2
    Student Supplement - Reflection Statements

"I"—"You" Messages COM8-3
    Student Supplement - "I"—"You" Messages

A Thank You to You COM8-4

A Listening Walk

Purpose: To provide students with an opportunity to discover the difference that focusing, attending, and being alert makes in listening; to sharpen their listening skills.

Teacher Role/Session Sequence:

1. **Invite the group** to take a short walk with you. No talking is allowed. As you walk (include going outside if you can), keep a fast-moving pace.

2. **Return** to the classroom and **discuss** the sounds students heard on the walk. Write the sounds on the board. (There might not be too many.)

3. **Invite the group** to now join you on another walk. Again, no talking. Take the same route as before. This time, however, take your time, pause frequently, and slow down to take things in.

4. **Return** to the classroom and **ask students** to share the sounds they heard this time. Write the sounds on the board next to the first list. Compare the two lists. (There should be a contrast: the second list should be longer and contain more subtle sounds.)

5. **Ask students** to think about and share what the difference in listening and hearing was during the two walks and what made the difference (when they're alert, aware, and attending to listening, they hear much more).

6. **Ask students** what difference listening attentively would make in communicating with people in their lives (there would be fewer misunderstandings; they'd be more likely to focus on what's being said rather than thinking about what their response is going to be; etc.), and to **share** anything they learned or insights they had.

Materials Needed: Chalkboard and chalk.

Telephone

Purpose: To provide students with an opportunity to discover the degree to which they don't hear what is actually being said, which results in misunderstanding and misinterpretation.

Teacher Role/Session Sequence:

1. **Ask students** how many of them have ever played "telephone," and what that was like.

2. **Tell students** that today they are going to play a version of telephone called "telephone gossip."

3. **Divide the class** into two groups (in whatever way works best for you and your class). Give the first person in each group a copy of the Student Supplement COM6-2 (Telephone Script). That person will read the script, give it back to you, and then whisper the "message" into the second person's ear. The second person whispers the message into the third person's ear, etc., until the last person in the group has received the message. Note: On each group's telephone script, fill in four names of students in *that* group who will be the "uninvited" — (students who will not take it seriously or personally) as well as the person whose house they will visit.

4. When both groups have finished, **have the last person in each group say,** out loud, what he or she heard.

5. **Conduct a discussion** based on the results.

   a) What happened that had each group come up with a different final message when both had started out the same (they heard what they expected to hear rather than what was actually said; they couldn't remember all the facts so they made some up; they didn't focus their listening; etc.).

   b) How did the students who were not invited feel?

   c) How does this all relate to what goes on in their lives (this is how rumors and gossip start and continue; people get hurt as a result; etc.)?

Materials Needed: Student Supplement COM6-2 (Telephone Script).

Telephone Script

"We're all going to meet Friday night at the pizza parlour near the skating rink. Then we're going to the football game and then to _____________'s house afterward. Be there at 8:00. It's going to be so much fun. Everyone's going to be there. Oh, but don't tell __________, ____________, _____________, and ______________ because we don't want to have to invite them to the party afterwards."

What Did You See?

Purpose: To help students become aware of the importance of seeing (observing) in communication.

Teacher Role/Session Sequence:

1. **Ask students** what senses, in addition to hearing, are involved in communication (seeing, sometimes touching, sometimes tasting and smelling).
2. **Let them know** that today they will focus on the role of seeing/observing.
3. **Show the group** a photo or picture (one that has a lot of detail) for 30 seconds.
4. After putting away the photo, **have students record** as many details as they can remember.
5. **Have students share** what they recalled as you write the details on the board.
6. **Show the photo** again and see how *accurate* and *complete* the details were.
7. If time permits, **show another photo or picture** and repeat the process (the results should be more accurate and complete this time).
8. **Have students discuss** how this applies to communication in their day-to-day lives (we often communicate details of an incident which may or may not be accurate or complete, etc.). **Have them share** examples from life in which seeing or observing helped in their communication.
9. **Have students share** what they learned.

Materials Needed: A photo(s) or picture(s) with lots of detail; paper and pencils.

Non-Verbal Communication

Purpose: To provide students with an opportunity to become aware of the role that non-verbal actions play in communication.

Teacher Role/Session Sequence:

1. **Tell students** that they are going to explore the role of non-verbal actions in communication. **Make sure** students understand what "non-verbal" means.

2. **Ask students** for examples of non-verbal actions that convey messages (e.g., facial expressions, body posture and movement, gestures, etc.).

3. **Demonstrate** to students a situation in which nothing is said, but non-verbal actions communicate something very strongly (e.g., make a scowling face and stamp your foot = anger; open your eyes and mouth wide and put your hand over your mouth = surprise; etc.).

4. **Provide students** with one of the following opportunities to practice "reading" non-verbal communication —OR— create your own or substitute another activity which provides similar practice.

    a) Using the Student Supplement COM6-4 (Non-Verbal Communication) cut into eight slips, each containing one scenario (or similar situations you or the students create), **have students, one-by-one, pick** a slip and then role play the situation *non-verbally* for the group (they should enlist the help of other students if the situation requires more than one person — the number at the end of the scenario indicates the number of "players" necessary). The student who picked the slip should delegate roles among "players." The group then tries to guess the non-verbal communication.

    b) Have students form several small groups. They create situations to role play (non-verbally) for the other groups. The other groups guess the non-verbal communication.

    c) Same as "b" but groups use the situations from the supplement.

    d) Have several small groups of students create skits in which there is no verbal communication; everything is communicated non-verbally. They perform their skit for the other groups which then "interpret" what was seen. This activity may take two sessions.

5. **Ask students** to discuss what they learned about non-verbal communication.

Materials Needed: Student Supplement COM6-4 (Non-Verbal Communication) — OR — materials appropriate to the activity selected; a container for the slips.

COMMUNICATION — **Student Supplement**

Non-Verbal Communications

1. You're waiting in line and are getting impatient. (1)

2. You're feeling kind of down and lonely. (1)

3. You and your two friends are at the movies. One of your friends is really bored. (3)

4. You and your friends are at the mall. Your Mom thinks you're studying. Suddenly, you see her walk out of a store. You all try to sneak to a place where you can't be seen. (5)

5. You're waiting for the bus and afraid you'll be late for your appointment. (1)

6. Someone sneaks up behind you and scares you. (2)

7. You and your two good friends are talking together at lunch. A new student wants to meet you but is very shy and almost too timid to do so. (4)

8. Somebody tells you they saw you at the movie theater. You weren't there and are very puzzled. (2)

Putting It All Together, Together

Purpose: To give students an opportunity to experience the importance of cooperation and communication (even though non-verbal) in accomplishing a task.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to work together on an activity which will require cooperation and communication, but no verbal communication.

2. **Divide the class** into groups of four and give each group one set of four envelopes (see below for description of envelopes).

3. **Have each student** in each group take an envelope, open it, and put the pieces in front of him/her.

4. The **group goal** is for members to exchange pieces as needed, without talking, so that each person gets the pieces to complete his/her square.

5. **Explain** the rules to this activity:
   a. No talking.
   b. They may not *take* a piece from anyone, but may *give* a piece to someone else in the group.
   c. They must always have three pieces in front of them. Therefore, if someone gives them a piece, they must give one in return.

6. **Have students work together** in groups until everyone has a completed square.

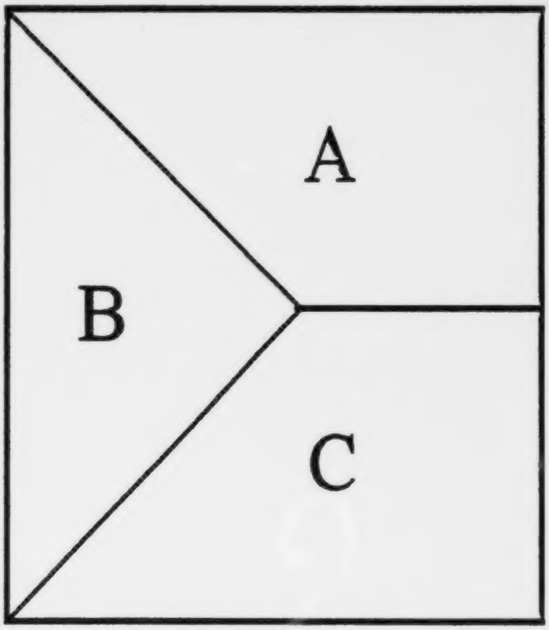
7. **Discuss the following:**
   a. For the group that finished first, what worked?
   b. For the group that finished last, what didn't work?
   c. How did you communicate when you couldn't use words?
   d. How did you feel about not being able to talk?
   e. Did you ever want to take a piece you knew would fit your square? What did you do? How did you feel?
   f. What did you learn?

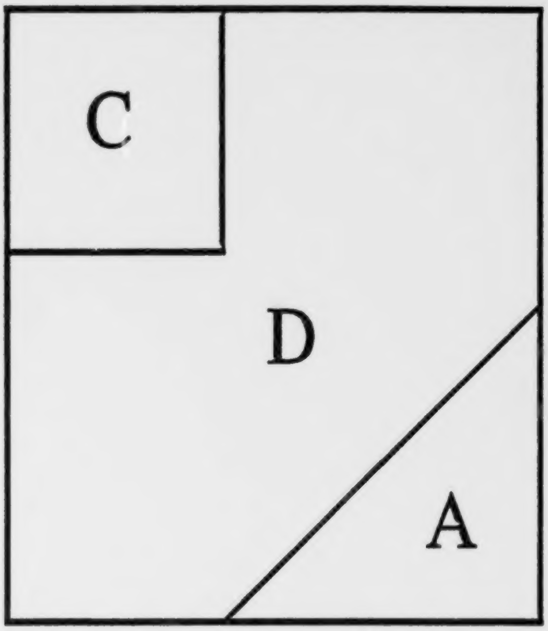
Materials Needed: Copies of the squares in the Student Supplement COM6-5 (Putting It All Together, Together); envelopes; paper clips. Run off enough copies of the squares for each student (within each group, each student will receive assorted pieces which, when put together with the correct pieces, will make up one of the four squares). For each group, prepare a set of envelopes as follows:

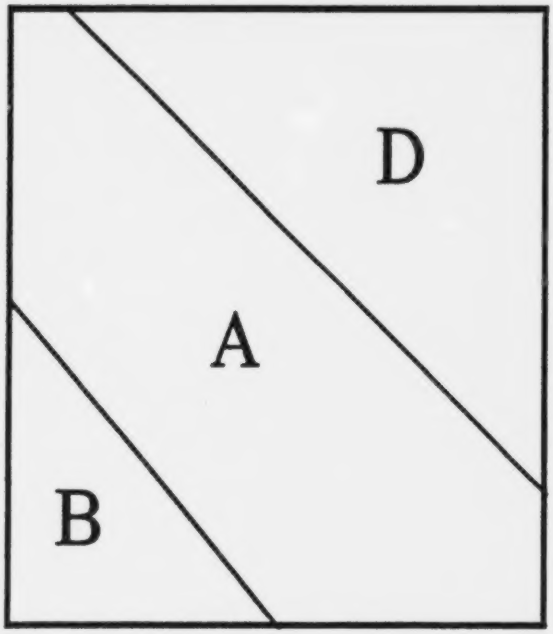
- Lay out the four squares and cut up the pieces.
- Put the pieces into four envelopes so that each envelope contains four pieces that do *not* make a square.
- Paper clip the envelopes for each group together so they don't get mixed up with the envelopes for the other groups.

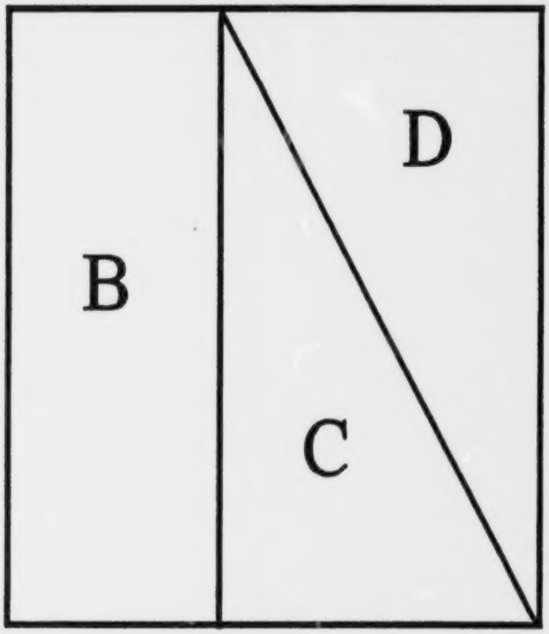
Additional Tips: Get assistance, if you can, in preparing the squares and envelopes. You may wish to make the squares on construction paper or other heavy paper to keep for future activities.

Putting It All Together, Together









Reflecting What You Hear

Purpose: To provide students with an opportunity to develop and use listening skills by having them reflect others' communication.

Teacher Role/Session Sequence:

1. **Let students know** that today they are going to deal with listening skills.

2. **Ask students** if they've ever said something to someone and then knew the person hadn't really listened because their response didn't fit what had been said (e.g. someone asks you how your vacation was. You say it was all right except it rained every day, spoiling your outings. The other person says, "That's great.") Give an example from your life. Elicit examples from students.

3. **Tell students** that today they will practice reflecting what someone else says because listening and hearing messages accurately is the foundation for good communication. Ask students what they think reflecting means (you may start by asking them what a reflection is), i.e., repeating what you thought the other person said in similar but not necessarily the same words, paraphrasing, rephrasing, etc.

4. **Ask a student** to communicate a statement to you — one that contains information and feelings (e.g., "I can't wait until summer vacation.") — OR — have a student give you a set of directions (such as how to get to the library). You reflect back the essence of what the student said (e.g., "You're excited about summer vacation coming up and anxious for the time to arrive." — OR — paraphrase back the directions).

5. **Have a pair of students volunteer** to demonstrate the exercise they'll be doing. Have one student make a statement. Then, have the other reflect what was said. Ask the first student if the reflection was accurate. If not, have the pair repeat the process until the speaker is accurately reflected.

6. **Pair students** in whatever way works for you and your group. Have students take turns being the "communicator" and the "reflector." They make up statements or "practice" communicating something they'd really like to say to someone in their life (by pretending their partner is that person) — OR — practice making any kind of statements (if students are reluctant to be personal). The communicator says "pass" or "no pass" to the reflector, depending on whether the reflector has accurately reflected what was said. In the case of a "no pass," the communicator restates his/her statement until the reflector "passes." The pair then switches roles.

7. Before the end of the session, **ask students** how they might use reflecting in their real-life communications and what difference they think it can make (clear communication and understanding are more likely). Also, periodically use reflecting in your interactions with students to model its use.

Materials Needed: None.

Do As I Say

Purpose: To provide students with an opportunity to discover the importance of communicating accurately and completely.

Teacher Role/Session Sequence:

1. **Pair students or have them form small groups.**

2. **Have one student become** the communicator and another the follower of instructions. Tell the communicator to instruct (that is, give directions, one at a time) the follower how to make a peanut butter and jelly sandwich. The follower is to listen carefully and do *only* what he/she is instructed to do (e.g., if he/she is never told to unscrew the cap to the jar, he/she doesn't do it) —OR— apply these instructions to the activity you're substituting.

3. **Monitor students** as they work together giving and taking directions. This activity should be fun for students.

4. **Have students clean up** (part of the clean-up may include eating the sandwiches!) and gather together as a group. Have them share what happened, how it went for them.

5. **Ask students** what elements of communication were important in accomplishing the task (listening carefully, speaking clearly, giving complete and accurate information, etc.).

Materials Needed: Peanut butter, jelly, bread, spreaders.

Additional Tips: Feel free to substitute a different activity that makes the same point.

Picture Puzzle

Purpose: To give students an opportunity to work cooperatively on a task while only communicating nonverbally.

Teacher Role/Session Sequence:

1. **Remind students** that a frequent issue in relationships is communication. Ask students what the components are of communication (listening, speaking, nonverbal actions, etc.) and what good communication is (when people understand each other, convey information accurately and completely, etc.).

2. **Tell students** that today they will engage in an activity that requires cooperation and communication-but the communication must not be verbal. That is, they may not talk during this activity.

3. **Form small groups** in whatever way works best for you and your group. Have each group gather around a table. Give each group a picture (from a magazine) that has been cut into at least 25 pieces (put the pieces into an envelope and give one such envelope to someone in each group).

4. When you give the signal, **have the groups assemble** the pictures. Remind them there is to be no talking.

5. When all groups have completed the task, **ask the group** that finished first to explain what worked that allowed them to accomplish the task so quickly. Ask the group that finished last what hindered them. Ask for feedback (what worked and didn't work) from the other groups as well.

Materials Needed: Several (one for each group) magazine pictures, each of which has been cut into 25 or more pieces and put into an envelope.

Additional Tips: If you think the pictures will be difficult for students to reconstruct, write, on the envelope, a one-word label or short phrase that describes the content of the picture.

"I"—"You" Messages

Purpose: To have students learn the distinction between "I" messages and "you" messages and to practice using "I" messages.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to focus on the "speaking" part of communication.

2. **Ask students** to suggest guidelines for speaking that would be likely to result in good or better communication. Some possibilities include:

   a. Speak slowly and clearly enough to be understood.
   b. Speak politely (show respect for others).
   c. Make eye contact with the person you're speaking to.
   d. Make sure your non-verbal actions and gestures (facial expressions, posture, etc.) are consistent with what you're saying.
   e. Don't use "you" messages if possible, so others don't feel criticized, blamed, or judged.
   f. Use "I" messages to express your thoughts and feelings and to take responsibility for what you say.

3. **Tell students** that they are going to practice using "I" statements instead of "you" statements. Be sure they understand why the former result in better communication than the latter (see "e" and "f" in step #2 above). Elicit this from the students. You may need to demonstrate by asking someone how he/she feels when someone says: "You always keep me waiting. Why can't you ever be on time? "—versus—" I get bored and angry when I have to wait for you to arrive."

4. **Pair students** in whatever way works best for you and your group. Go over the following example with students (have a student play one of the parts with you):

   A. Scene with "you" message:

   Brother: I sure hope you're having fun. While you were off fooling around, we all had to clean up the garage and most of it was your mess!

   Boy: You're a great one to talk. Just because you were here this time. You're the one who's never around, so how do you know whose mess it was. I'm the one who's usually stuck doing your stuff.

B. Scene with "I" message:

Brother: I sure hope you're having fun. While you were off fooling around, we all had to clean up the garage and most of it was your mess!

Boy: I know how it feels to get stuck cleaning up other people's messes. That's happened to me, too. I'm sorry I wasn't here to help. I'd also like you to know that I usually *am* around to help clean up.

5. **Hand out the Student Supplement** COM7-3 ("I"—"You" Messages), one to each pair of students. Have them take turns role playing each situation, each creating an "I" statement in Scene B (scene with "I" messages) — OR — **have students recall** recent situations in which communication was poor and re-enact the situation (through role play), using "I" messages instead of "you" messages to create good communication and a successful resolution to the situation.

6. **Have students discuss** what differences they noticed when "receiving" "I" versus "you" messages. Ask them to share what they learned from the exercise.

Materials Needed: Student Supplement COM7-3 ("I"—"You" Messages).

"I"—"You" Messages

Role play the three situations below using "I" messages in scene B. (Scene A contains "you" messages.)

Situation 1

A. Girl: Hi, Mom. How was your day?

Mom: It was terrible because of you. You left your room and bathroom a mess. You made me miss my 10:00 appointment because you couldn't be responsible enough to pick up after yourself.

B. Girl: (Same as above.)

Mom: (Communicate the general idea of Mom's message using "I" messages.)

Situation 2

A. Girl: Hi, Susan, Is something the matter? You've been ignoring me lately.

Girl 2: You're a creep. How dare you tell everyone I like Scott. You can't keep your mouth shut, can you? You're a blabbermouth and I'll never tell you anything again.

B. Girl: (Same as above.)

Girl 2: (Communicate the general idea of Girl 2's message above using "I" messages.)

Situation 3

A. Dad: I'm really disappointed with your grades. You're goofing off too much and not studying. I'm afraid you'll never get anywhere in life because you don't seem to care about anything.

Boy: Why should I even bother to talk to you? You always have all the answers. How do you know if I'm studying or not? You're never here. Your dumb job is more important than your family. You don't care about what's really going on with me.

B. Dad: (Same as above.)

Boy: (Communicate the general idea of the boy's message above using "I" messages.)

How I Handle Conflict

Purpose: To help students become aware of how they usually handle conflict and of other ways they might use to resolve conflict.

Teacher Role/Session Sequence:

1. **Ask students** how many of them ever find themselves in conflict with their parents, other family members, or friends.
2. **Ask students** how they usually handle such conflict (ignore it, do what they want, give in, etc.).
3. **Inform students** that today they will be looking at their usual ways of handling conflict and, perhaps, discovering some alternatives.
4. **Hand out** Student Activity Sheet COM7-4 (How I Handle Conflict) and go over instructions with students.
5. **Monitor students** as they work independently on the activity sheet. Answer questions and provide guidance as necessary.
6. **Conduct a discussion** on what works and what doesn't work about each of the ways of handling conflicts.

Materials Needed: Student Activity Sheet COM7-4 (How I Handle Conflict).

Additional Tips: It's better not to preach or teach about good or bad ways to resolve conflict. Let students note and think through for themselves what works and doesn't work and why — about different options.

COMMUNICATION - Student Activity Name: ______________________________

How I Handle Conflict

Conflicts can arise almost any time, for many different reasons. People handle conflict in different ways. For each of the following ways, mark how often you use it by putting a check mark in the right column.

When I am in conflict, I:	Always	Most of the Time	Some of the Time	Not Very Often	Never
1. Pretend to agree					
2. Apologize					
3. Whine or complain until I get my way					
4. Threaten the other person					
5. Compromise					
6. Fight it out physically					
7. Give in or give up					
8. Get help from someone else					
9. Admit I am wrong					
10. Avoid the person					
11. Try to forget, ignore, or hide it					
12. Try to understand the other person's point of view					
13. Change the subject					
14. Let someone solve it for me					
15. Put up with it and hope it gets better					

Conflict Resolution

Purpose: To provide students with an opportunity to practice resolving conflict situations.

Teacher Role/Session Sequence:

1. **Tell students** that today they will be looking at some conflict situations and coming up with options for resolving the conflict.

2. **Divide the class** into small groups in whatever way works best for you and your group.

3. **Hand out** a copy of the Student Supplement COM7-5 (Dealing with Conflict) to each group and go over the instructions. Each group is to come up with two or more options for resolving each conflict —OR— have groups create options for resolving several "real-life" conflicts generated by students in the class.

4. **Monitor students** as they work together on the activity. Answer questions and provide guidance as necessary.

5. **Re-state** each situation. For each one (1) have someone say which people are in conflict; (2) have someone else describe the conflict; and then (3) have each group report on one option for resolving the conflict.

6. **Have students share** what they learned and any actions they'll take.

Materials Needed: Student Supplement COM7-5 (Dealing with Conflict).

Dealing with Conflict

Read each conflict situation below. Ask students the following questions:

a) Who are the people involved in the conflict?
b) Describe the conflict.
c) What are two or more options for resolving the conflict?

1. Jill's mother makes her babysit whenever she is busy or has to do errands. Jill has stayed home from school to watch her little brothers. Her teacher has been telling her she needs to come to school. Now Jill is unhappy about not being able to play or watch TV in the evening because she has to babysit.

2. John is cheating on the math test. His "cheat sheet" falls on the floor in front of his friend Bill's desk. The teacher walks by, picks up the paper, and accuses Bill of cheating.

3. Amy and Kim both like Robert. Kim finds out that Amy has been telling everyone that she (Kim) likes Robert. Kim spreads the word that she is going to get Amy after school.

4. Brian found Jim at baseball practice and yelled, "You'r no-good! You promised you would help me with my paper route and you didn't. I'll never do anything for you again!"

What? Me Listen?

Purpose: To have students experience the effects of not listening on communication and relationships.

Teacher Role/Session Sequence:

1. **Ask students** if they've ever been in a situation in which they had something to say to someone and, while speaking, realized that the other person wasn't listening. Share an example from your life and then have students share examples and explain how they knew that the other wasn't listening (what were the cues).

2. **Tell students** that today they will have a chance to see some "non-listening" in action. Let them know that you will demonstrate (role play) the non-listening behaviors and that their job is to note what these behaviors are, to pay attention to how they feel (if they're a speaker) or would feel (by imagining they are the speaker) when someone doesn't listen to them, and to determine what effect non-listening has on communication and relationships.

3. **Ask for several students** to volunteer to demonstrate with you. One by one, have each talk to you about something that interests him/her (a recent movie or TV program, something that happened, etc.). Have each continue to speak for at least one minute. *You* demonstrate non-listening (feel free to exaggerate) by using one or more of the following *nonverbal non-listening behaviors:* looking away, doing something else while supposedly listening, looking at your watch, yawning, trying to catch someone else's attention (nonverbally), fidgeting, etc.

4. **Ask students** to share how they felt when you weren't listening. Then, have students generate a list of *nonverbal non-listening behaviors.*

5. Again, **ask several students** to volunteer to demonstrate with you. Have each talk to you about something that interests him/her for at least a minute. While each is speaking, engage in one of the following (and/or others you think of) *verbal non-listening behaviors* (demonstrate each with a different volunteer):

   o interrupting
   (The student is talking about something. You think about something you want to say, interrupt, and start talking about *your* subject.)

   o giving advice
   (The student mentions a problem or concern and you tell him/her what he/she should do.)

   o chiming in
   (The student relates an experience which reminds you of a similar experience. You interject and share yours. For example, "You think *you* were sick. You should have seen *me* . . . .")

6. Again, **ask students** to share how they felt when you weren't listening. Have students generate a list of *verbal* non-listening behaviors.

7. **Have students discuss** the effect of not listening on communication and relationships (it results in poor communication, may be hurtful to another, reduces trust and goodwill in relationships, etc.).

Materials Needed: Chalkboard and chalk.

Note: Let students know that the negativism pointed out in this exercise is NOT desirable.

Listen To What I Say, Not To What You Hear

Purpose: To help students learn to listen to others and to reflect back what they've heard so the speaker feels understood.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to practice communicating. They will be listening to one another and reflecting back what they think the other person said and how the person feels so that the person feels understood.

2. **Demonstrate** what it is to reflect back another person's statement and feelings by having a student say something to you — something that he/she would like you to understand or hear, something about which he/she has some feelings.

   For example, one might say, "I have to go right home after school. I'm going to miss the football game because I'm grounded for something I didn't even do."

   Your reflection would be something like, "You're mad because you're being grounded and are going to miss the football game; you don't think it's fair because you didn't do anything; and you're mad because you feel misunderstood."

   The student would then say, "Yes, that's it," or "No, that isn't how I'm feeling or what I said," or "That's not exactly right. That's not how I feel." In either of the latter two cases, the student would again make his or her statement and you would attempt to accurately reflect it back. Do this until you reflect the statement and feelings accurately.

3. **Divide students into groups** of three (in whatever way works best for you and your group). Give each student in each group two different statements (you may duplicate the Student Supplement COM8-2 (Reflection Statements) and cut each copy [one for each group] into sixths) — OR — have students communicate a statement of their own when it is their turn as speaker.

   Students each have a turn as speaker (delivers the statement and says whether he or she feels understood), listener (reflects back the statement and the feelings), and observer. The observer watches and learns from the process, moderates if necessary, and watches for instances in which statements are reflected inaccurately. Encourage speakers to be sure they are accurately understood, both in terms of what they say and how they feel, even if they have to repeat the communication four or five times.

4. **Monitor students** as they work together. Answer questions and provide guidance as necessary. Tell students to switch (speaker becomes observer, observer becomes listener, and the listener becomes the speaker), if they haven't already, after about 5 minutes (the speaker can try to do both statements during this time) and then again after about 10 minutes into the group activity. If they finish all six statements before time is called, have them make up their own statements (or they can practice saying something they like to say to a parent, friend, etc.).

5. **Have students share** what the experience was like for them and what they learned.

Materials Needed: Student Supplement COM8-2 (Reflection Statements), duplicated and cut into statement "strips."

Additional Tips: Point out to students that, in order to do this exercise successfully (or to do this successfully in life), they must focus on the other person and what that person is saying and feeling. People, instead, often are more focused on what they themselves are thinking or feeling, and/or trying to figure out how to respond. This is a key to good communication.

Reflection Statements

1. "You forgot my birthday. You're so busy and think so much about yourself that you forget to get me a card or a present or even to say "Happy Birthday."

   (feels sad, unloved, forgotten, unimportant)

2. "I can hardly wait until the gymnastics finals next week. I'm doing all my homework ahead of time so I'll have plenty of time to practice and rest up so I can win."

   (feels excited, confident, happy)

3. "No matter how hard I try, I always get bad grades on my reports. I think my teacher thinks I'm dumb and doesn't even bother to read what I write anymore."

   (feels hopeless, sad, unhappy)

4. "I'm having a big test next week and I'm never going to have enough time to study because I also have to do two book reports. My parents will kill me if I don't get an A."

   (feels scared, concerned, uncertain)

4. "I had my piano recital this weekend. I made a terrible mistake in front of everyone — I thought I'd die. But my parents were so great. They gave a special dinner in my honor."

   (feels embarrassed, loved, appreciated)

5. "My skateboard is ruined. That stupid kid. I let him borrow my board and then he didn't watch where he was going and crashed it. I'll never let him borrow anything again."

   (feels angry, distrustful)

"I" — "You" Messages

Purpose: To have students learn the difference between "I" messages and "you" messages and to practice effectively using "I" messages.

Teacher Role/Session Sequence:

1. **Tell students** that today they are going to learn something that will help them communicate better — specifically, it will help them in their speaking skills.

2. **Ask for a student** to volunteer to demonstrate something about communication with you. Choose someone who won't take personally the communication in step #3.

3. **Say to the student,** "You stupid goof-off. You're so irresponsible. And you're an embarrassment to me when you do so poorly in your schoolwork." **Ask the student** how he or she felt after receiving your message (defensive, put down, shut down, angry, hurt, etc.).

4. **Then tell the student** you're going to communicate in another way. Say, "I was really disappointed to see the quality of your work go down. I notice I get embarrassed when you don't do as well as I think you ought to do. Is there something going on, something that might be interfering with your work, that you'd like to talk about?" **Ask the student** how he or she felt this time (more open to talking, cared about, etc.).

5. **Ask students** what the difference was between the first and second communication ("you" message versus "I" message, or blaming versus being responsible, etc.). Have them discuss the difference between "I" and "you" messages. Either elicit or make the following points:

   - "You" messages usually blame the other person and put him/her on the defensive; the other person usually feels attacked and is likely to resist or argue about what is being said.
   - "I" messages describe one's own feelings, beliefs, opinions, etc. They don't judge or blame the other person. The communicator takes responsibility for his or her own feelings, wants, and needs.
   - While both messages might describe the other person's behavior, the "you" message blames or judges the person for that behavior whereas the "I" message focuses on how the speaker feels about the behavior.

6. **Have the group change** the following statement from a "you" message to an "I" message:

   "You ought to know better. How many times do I have to tell you to do your homework before you watch TV?"

   ("I'm upset to see you watching TV again before doing your homework. What was your understanding of our agreement about homework and TV?)*

* Note: Let students know that "I" messages can contain the word *you* in them. The idea is that its focus is on the speaker's feelings and what the speaker thinks, rather than judging or blaming the person being spoken to. Also point out that some "you" messages may not even contain the word *you*. For example, "Stop yelling at me," is a "you" message but the *you* is implied ("You stop yelling at me.").

7. **Hand out** "I" — "You" Messages Supplement (COM8-3) — OR — have students create their own "you" messages. (**Pair students** to work with "I" and "you" messages.) One person (1) delivers the "you" message to a receiving partner; (2) the receiver shares how he or she feels when talked to this way; (3) the speaking partner changes the "you" message to an "I" message; (4) the receiver says how he or she feels this time. They then switch roles and go on to the next message.

8. **Monitor students** as they work together. Answer questions and provide guidance as necessary.

9. **Have students listen** for examples of "you" messages, both at school and at home, note them and be prepared to share them at a later session.

Materials Needed: "I" — "You" Messages Supplement (COM8-3).

"I" — "You" Messages

Directions

1. Deliver the "you" message.
2. Ask your partner how he or she felt.
3. Change the message to an "I" message.
4. Ask your partner how he or she felt this time.

"You" Messages:

1. Stop interrupting me. You never listen to what I have to say.
2. Leave me alone. You make me so mad. You won't take "no" for an answer.
3. You don't care about me at all or you wouldn't have said that to me in front of all my friends.
4. You don't care about anyone else. As long as you're happy, no one else matters.
5. Turn down your stereo! How many times do I have to tell you? You must be deaf. You're so inconsiderate.
6. You said you'd take me to the movies and you're still working on that dumb car. All you care about is that car.

A Thank You to You!

Purpose: To give students an opportunity to practice written communication skills as well as to reflect on how others have impacted them by making a difference in their lives.

Teacher Role:

1. Ask students to think about instances in their lives in which someone has impacted them in some way. It may be that the person gave them a special opportunity (took them to a ball game) or listened to them when they needed someone or gave them a job to do when they needed to earn money, etc. Be prepared to share an example of your own.

2. Have a few students share examples.

3. Let students know that they will have a chance to thank and acknowledge that person by writing a thank you letter. (You may arrange to have these letters sent or simply have the students write the letters to express their feelings and gratitude. Students may choose to thank someone who is no longer living or whose whereabouts are unknown; these obviously would not be sent.)

4. Review basic letter writing information (but remember, this is not an English lesson).

5. Have students write their letters.

6. Ask for a few students to share their letters with the group.

7. Ask students to share how it feels to thank and acknowledge someone who has impacted them. Discuss the value of feedback and acknowledgement.

Materials: Paper and pencils or pens.

Note: You may wish to have students make thank you cards instead. (A related activity might be to have students make occasion cards [e.g., Christmas or Thanksgiving cards] for people in a nursing home, hospital or similar environment.)

CONFLICT RESOLUTION — Teacher Guide

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    Student Supplement - What Did I Say? How Do I Feel?

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Negotiation CR8-12
    Student Supplement - A: Bo Dog's Story and B: Negotiation Situations

Mediation CR8-13
    Student Supplement - Mediation Situations

Creating a Context for Learning About Conflict Resolution

Purpose: To create a context for learning about conflict resolution by discovering structures that help us avoid conflict.

Teacher Role/Session Sequence:

1. **Ask students:** "Why do we stop at red lights and stop signs?" (Because it's a rule or law.)
2. **Have students discuss** why rules and laws are important and how they help us.
3. **Have students generate** a list of helpful home and/or school rules that they follow.
4. **Ask students to list** some home and/or school rules that they don't like or follow and why they don't.
5. **Have students discuss** what happens when people don't like or disagree with rules. (They break them or don't follow them. There are then problems and conflicts.)
6. **Present and discuss** the following definition of conflict: Conflict happens when two or more people disagree. It is not good or bad. It is a fact of life.
7. **Let students know** that people have different ways of dealing with conflict. Let them know they will be learning to deal with conflict so everyone "wins."

Materials Needed: None.

Examining the Concept of Conflict

Purpose: To create a context for learning about conflict resolution by examining common conflicts.

Teacher Role/Session Sequence:

1. **Review with students** the definition of conflict: Conflict happens when two or more people disagree. It is not good or bad. It is a fact of life.

2. **Ask students to generate** a list of examples of conflicts that are common in school and when playing with friends in the neighborhood.

3. **Have students discuss** how they feel about conflict in general.

4. **Have students discuss** which examples, from the list they generated, seem most important — that is, which examples particularly upset them, take their attention off learning, need to be attended to — and why. (For example, they might say that fights, which end up in someone getting hurt, are important.)

5. **Point out** that conflict may be resolved in positive, productive ways or in negative, destructive ways. Have them think of examples of each. Be prepared with some examples from your specific setting. (For example, sometimes fights end up with people saying mean things about each other and not being friends anymore. This is destructive. On the other hand, sometimes when two people have a disagreement they come up with a solution that is better than anything that had been suggested and the people feel even closer after the conflict.)

6. **Have students discuss** some useful things that can come about as a result of conflict which has been handled constructively. For example, it may help build or improve:

   - relationships;
   - problem solving and critical thinking skills;
   - communication; and/or
   - help people look at problems in new and creative ways.

7. **Have students bring** in pictures and/or articles from newspapers and magazines showing positive outcomes from conflict. Have these shared.

Materials Needed: None, but you may wish to have magazines and newspapers on hand.

Note: This activity may take more than one session.

Observing Conflict

Purpose: To help students understand conflict by looking at the dynamics that occur in real life conflicts.

Teacher Role/Session Sequence:

1. **Have students list** several examples of conflicts they're aware of or have observed involving friends, neighbors, and/or schoolmates.

2. **For each of two** or three of the examples, have students try to recall the following:

   WHO was involved?

   WHERE did it happen?

   WHAT was said or done (actions, words)?

   HOW did the conflict end (constructively, destructively, etc.)?

3. **For each example, ask** students to suggest other ways the conflicts could have been resolved — OR — have students role play alternative solutions.

4. **Hand out** Student Activity Sheet CR6-3 (Observing Conflict). Ask students to complete it outside of class and bring it back (at a time you designate).

5. **At the next (or later) session,** have students share some of the conflicts they observed. Have the group suggest other ways these conflicts could have been resolved — OR — have students role play different possible solutions.

6. **Discuss the conflicts** they observed in terms of the following:

   o What caused the conflict to get worse?

   o What helped people end the conflict?

   o What feelings did people express?

7. **Have students discuss what** they learned about conflict in general and about how they feel about observing conflict with others.

Materials Needed: Activity Sheet CR6-3 (Observing Conflict).

Note: This activity may take more than one session.

CONFLICT RESOLUTION - Student Activity Name:________________________________

Observing Conflict

Notice conflicts you see between people. Record what happens in at least 3 of them. Try to be as accurate as you can. Report only what you see and hear.

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO is involved?			
WHERE? (classroom, playground, home, etc.)			
WHAT is being done or said? (actions, words)			
HOW does the conflict end? (What happened and was it constructive or destructive?)			

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Discovering Styles of Handling Conflict

Purpose: To help students become aware of how they deal with conflict.

Teacher Role/Session Sequence:

1. **Let students know** that they will be looking at how they usually handle conflicts by filling out a survey.

2. **Hand out** Student Activity Sheet CR6-4 (How I Handle Conflict) and go over instructions with students. Have students complete the survey.

3. **Ask students** what they thought about their responses. How do they feel about how they generally handle conflict?

4. **Go over** the surveys and tally, with the group, how students responded to each item. This can be done anonymously (you collect the surveys and tally) or by having students raise their hands to indicate their responses. Discuss the group's response.

5. **Have students note** which responses tend to avoid conflict and which deal with it directly, in a way that leads to solutions.

6. **Conduct a general discussion** on what works and what doesn't work about each of these ways of handling conflict.

Materials Needed: Activity Sheet CR6-4 (Discovering How I Handle Conflict).

Note: This may take more than one session.

CONFLICT RESOLUTION - Student Activity Name:______________________________

Discovering How I Handle Conflict

Conflicts happen all the time. People have different ways of handling conflict. Mark how often you handle conflict in each of the following ways:

		Usually	Sometimes	Rarely
1.	Avoid the person	____	____	____
2.	Change the subject	____	____	____
3.	Try to understand the other person's point of view	____	____	____
4.	Try to turn the conflict into a joke	____	____	____
5.	Admit I'm wrong even if I don't believe I am	____	____	____
6.	Give in	____	____	____
7.	Apologize	____	____	____
8.	Try to find out what we agree on and disagree on to narrow down the conflict	____	____	____
9.	Compromise	____	____	____
10.	Pretend to agree	____	____	____
11.	Get another person to decide who is right	____	____	____
12.	Threaten the other person	____	____	____
13.	Fight it out physically	____	____	____
14.	Whine or complain until I get my way	____	____	____
15.	Give in, but let the other person know how much I'm suffering (be a martyr)	____	____	____

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Our Thinking and Conflict

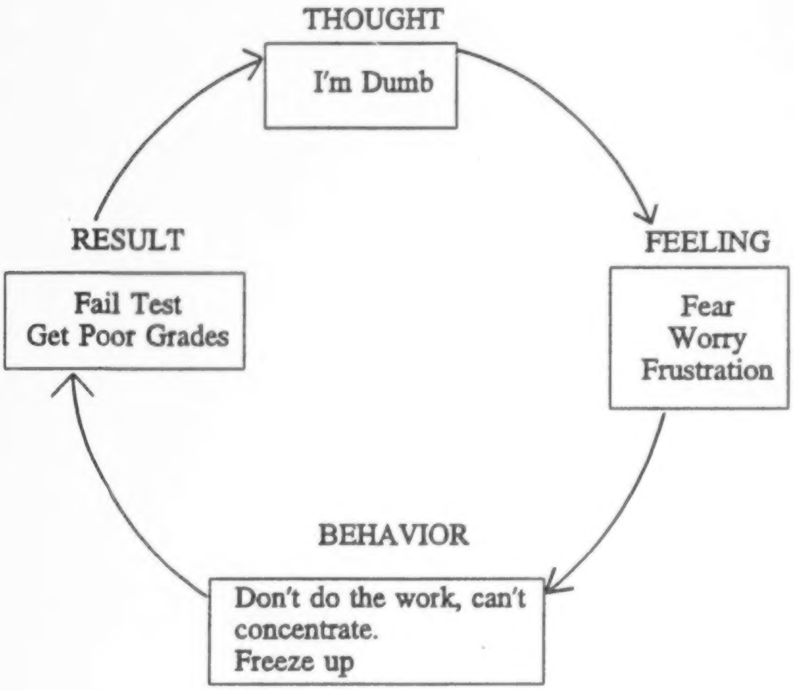
Purpose: To understand how our thinking contributes to conflict.

Teacher Role/Session Sequence:

1. **Tell students that they** are going to learn about a key to negative behavior and conflict.

2. **Ask students to think** of something that they do all the time that's as natural as breathing or thinking. Ask them to be very quiet for 30 seconds and listen to the little voice in their head (the one that's saying, "What voice? I don't have a little voice in my head"). Suggest that the "little voice" is like our thinking on a loudspeaker.

3. **Tell students that our thinking** underlies all of our feelings and behavior. Go through the following "thought cycle" to demonstrate this point. Interact with students about the elements of the cycle as you go through it.


THOUGHT
I'm Dumb
FEELING
Fear
Worry
Frustration
BEHAVIOR
Don't do the work, can't concentrate.
Freeze up
RESULT
Fail Test
Get Poor Grades

(For each potential feeling suggested, have students identify the specific behavior that might arise. For example, for fear, it might be "freeze up and forget the answers" or "get careless," etc. For anger it might be, "stomp out of the room" or "not to do the work," etc. Emphasize that our feelings and behaviors are reactions to our thoughts, not to the outside event or stimulus. To make this point, ask how many students would be happy if you announced the presence of two feet of fresh snow. Ask how many would be unhappy. Why? Suggest that they're reacting to their thoughts about the snow. The snow, itself, isn't good or bad; our thoughts/beliefs are that it is good or bad.

When we change our thinking, we change our feelings and behavior. Also point out the self-fulfilling nature of our thoughts. Thus, "I'm dumb" leads to a feeling such as "fear," a reaction such as "freeze up," a result such as "fails the test." The result confirms the initial thought.

4. **Do another example** or two with the group. Use thoughts such as "She hates me" or "I'll never get invited to the party" or similar thoughts that students suggest.

5. **Hand out** Student Activity Sheet CR6-5 (The Thought Cycle) and have students fill it out (or have them work in small groups and "fill it out" orally). Have them start by identifying a thought that they, or someone, has about someone in their family. Have a few students share their thought cycles with the entire group.

6. **Ask students how they** see thoughts relating to conflict (it's their thought about a situation that gives rise to feelings of anger or upset that lead to conflict-promoting behaviors and results).

7. **Go through a thought cycle** with the group that exemplifies a recent conflict (without naming names). For example, when someone's mother wants him or her to get off the telephone, his or her thought might be, "That's not fair," or "She doesn't understand how important this is," or "She can't make me."

8. **Have students discuss** what different thoughts they might have in the above situations that would lead to different results that might avoid conflict.

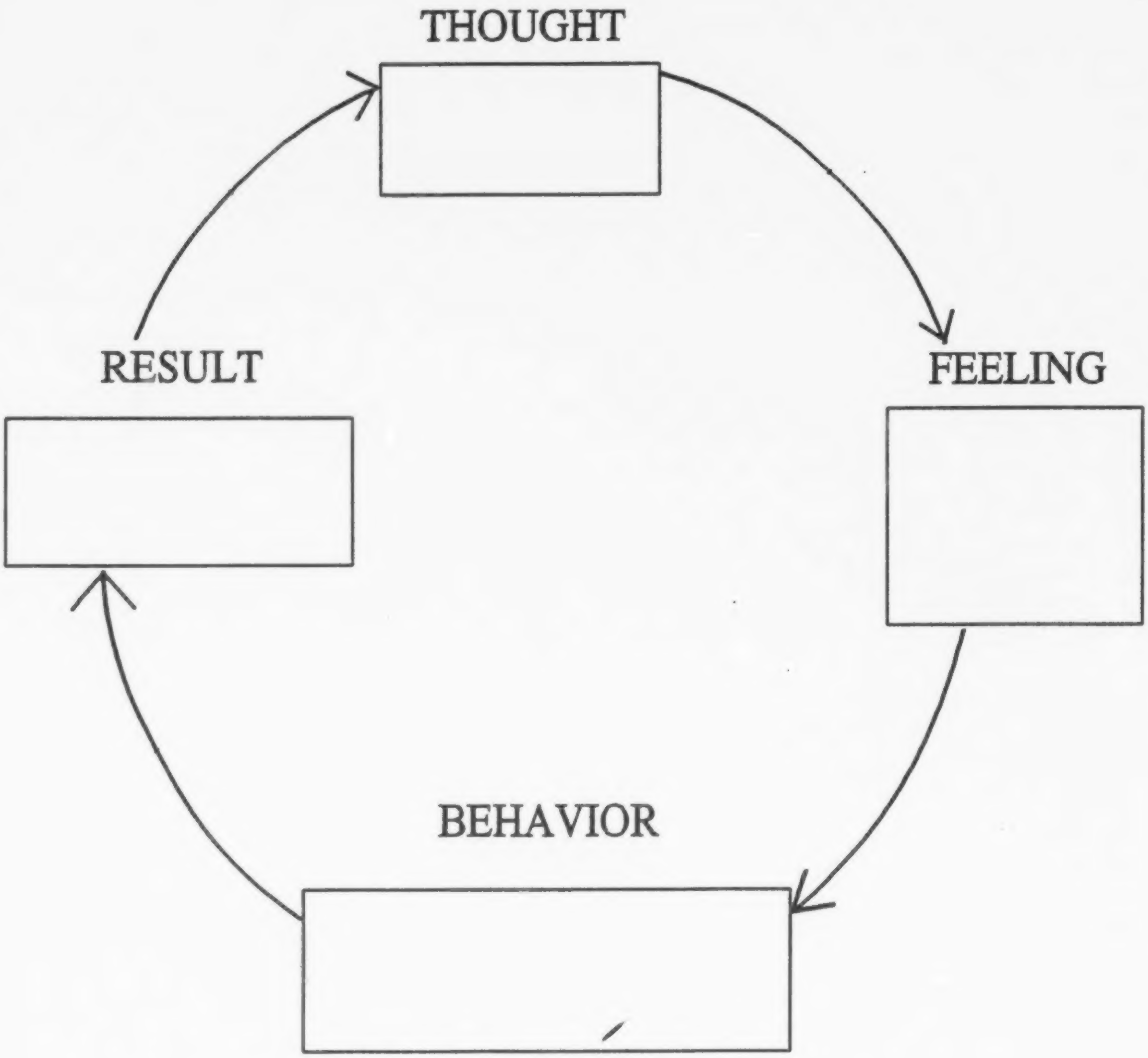
Materials Needed: Activity Sheet CR6-5 (The Thought Cycle).

Note: This activity may take more than one session.

CONFLICT RESOLUTION — Student Activity NAME: ____________________

The Thought Cycle

Instructions: Pick out a thought that you have or someone you know has that is troublesome. (You may start by finding an upsetting situation and then identifying the thought that you have at that time.) Then identify the feelings that comes from that thought, then the behaviors that are related to those feelings, and the results that arise from the behaviors.



Separate Realities and Conflict

Purpose: To understand the concept of separate realities and its relationship to conflict.

Teacher Role/Session Sequence:

1. **Ask students** what thoughts they might have about the people described below:

   o someone who always clowns around in class

   o someone who asks his/her mom for permission before doing anything

   o someone who usually gets chosen by the teacher to take things to the office

2. **Note** that different people have different thoughts about the same thing. Remind them about their different reactions to two feet of snow (during the session on thinking [CR6-5]).

3. **Ask students** if they know anyone who sees things *exactly* the way they do. Point out that we see people and events differently, depending on our beliefs, backgrounds, values, past experiences, etc. We all, therefore, have SEPARATE REALITIES. No one's reality is right or wrong; each person's is just different.

4. **Point out** that we all behave and do things based on our separate realities. If we could stand in other people's shoes and see the world exactly as they do, we would understand what they're doing and why. Just as what we do makes sense to us, what others do (even our parents and teachers) makes sense to them. We all do the best we can, given how things look or seem to us. Thus, other people's behavior doesn't really have anything to do with us; they have thoughts, feelings, and behaviors that are based on how they "see" things, which is influenced by their backgrounds and beliefs. While we might not like what they're doing, we don't have to take it personally.

5. **Have students suggest** some examples of separate realities between them and their parents (or between kids their age and parents in general); for example, the meaning of a "clean room."

6. **Discuss with students** when separate realities become a problem (when we think our reality is right and the other person's is wrong, this results in conflict).

7. **Discuss how** the idea of separate realities can help reduce conflict (understanding that no one's reality is wrong, and that we might see things like the other person if we were in his/her shoes, might lead to thoughts and feelings of understanding rather than thoughts and feelings that lead to conflict).

8. **Ask students** to notice examples of separate realities as they interact with their parents and be prepared to share some of these examples with the group.

Materials Needed: None.

How to Make Conflict Worse or Better

Purpose: To discover how conflict gets escalated and de-escalated.

Teacher Role/Session Sequence:

1. **Have students think** about a recent situation that they were involved in at school, or saw others involved in, in which the conflict became worse because of something someone did that upset the other. Be prepared to share an example from your own life. (For example: John and Mary were having a conflict about whom to invite to their party. When John told Mary she was a nerd for wanting to invite Tom, she became upset then put down everyone on John's list.) Have several students share examples.

2. **Tell students** that when someone does something that results in making the conflict worse, that's called "escalating" the conflict.

3. **Have students generate** a list of things people do that escalate conflict. (Examples include: put downs and name calling; making faces and giving dirty looks; not believing or trusting; hitting or pushing; lying; giving wrong information; taking sides; threatening; attacking — with words, etc.)

4. **Have students generate** a list of things people can do to make conflicts better or "de-escalate" them. (Examples include: listening; cooling off; empathizing; getting help from someone else; walking away; expressing anger directly; using problem-solving skills; saying directly what is needed or wanted; giving correct information, etc.)

5. **Hand out** Student Supplement CR6-7 (Can You "Un-Do" This Conflict?) and go over directions with students. Have them work in pairs to identify the actions that made the conflict get worse and actions that could have been taken that would not have led to the conflict escalating.

6. **Have students share** some of their solutions with the group.

7. **Suggest that students observe,** in school and at home, incidents in which conflict is escalated or de-escalated by the actions people take, and to share these observations at a future session.

Materials Needed: Student Supplement CR6-7 (Can You "Un-Do" This Conflict?).

Can You "Un-Do" This Conflict

Read the following scene. What actions make the conflict get worse? What could you do to "un-do" or de-escalate this conflict?

The Football Game

It's the last quarter of the championship game. The ball comes to you. It hits your fingers but you can't retain your hold of it, and you drop it.

One of your teammates gives you a dirty look.

You make a face back at the person.

The person calls you a bad name.

You say, "Who do you think you are, calling me that?"

The person comes close to you and says, "You don't belong on this team. You can't catch anything!"

You come even closer with your fists clenched.

Your teammate grabs your shirt.

You push the person away.

Listening and Conflict

Purpose: To distinguish between good and poor listening behaviors and discover their relation to conflict.

Teacher Role/Session Sequence:

1. **Tell students** you're going to talk about listening and see how it relates to conflict.

2. **Have a student engage** with you in a role play by volunteering to talk to you (out loud, in front of the group) about something that is important to him/her. You "listen" and demonstrate poor listening behaviors including but not limited to the following: being bored, disinterested, distracted by something; thinking about something else; interrupting; talking about your own experience that's similar; looking at your watch; etc.

3. **Discuss the role play** with students.
   a) How did the student who was talking to you feel?
   b) How did the observing students feel? What were they thinking?
   c) Have students generate a list of poor listening behaviors.

4. **Repeat the same role play** with another student (talking about something important to him/her). This time model good listening behaviors including but not limited to: making and maintaining eye contact; focusing your attention on the speaker; checking for menacing when unclear; restating facts; not interrupting; using attentive body language (facing the person, nodding, etc.).

5. **Discuss this role play** with students.
   a) How did the student feel?
   b) How did the observers feel?
   c) Have students generate a list of good listening behaviors.

6. **Have students discuss** what difference good listening makes. Also, what does listening have to do with conflict? (Good listening leads to understanding, getting accurate information, feeling positive about things and people, etc. — all of which reduce conflict and promote harmony.)

7. **Let students know** that their attitude is probably what's most important in good listening. That means:

   a) Listening to really know what the other person is saying versus just listening because you should or have to.

   b) Listening as if you don't already know what the person's going to say.

   c) Checking out what you've heard to be sure it's what was said and meant.

8. **Point out** that sometimes it is useful to do "active listening" or reflect back what the other person has said.

9. **Model active listening** by reflecting back the main ideas of several students' communications.

10. **Ask students** to pay attention to listening in school and home.

Materials Needed: None.

Communicating to Reduce Conflict

Purpose: To learn the difference between "I" and "you" messages and their relation to conflict.

Teacher Role/Session Sequence:

1. **Let students know** that they're going to learn how to speak to someone when they're really frustrated or angry, in such a way that the person is more likely to hear what they have to say and is less likely to result in conflict.

2. **Ask for four students** to volunteer to act in two skits (two students for each).

3. **Have students present** the first skit (see Student Supplement CR6-9, "I" messages, Skit 1).

4. **Have students discuss** the following:

   a) How do you think Mary felt about Ann?
   b) How do you think Ann felt about Mary?
   c) Do you think Ann will stop spreading rumors about Mary? Why or why not?

5. **Have students present** the second skit.

6. **Discuss the following:**

   a) How do you think Mary felt about Ann this time?
   b) How do you think Ann felt about Mary this time?
   c) Do you think Ann will stop spreading rumors about Mary? Why or why not?
   d) What was different about the way Mary communicated?
   e) Which way was more effective? Why?

7. **Underscore the following distinctions** from the discussion:

   o The first skit used "you" messages, the second used "I" messages.
   o "You" messages blame or criticize the listener. "I" messages state the feelings of the sender.
   o "I" messages are more likely to lead to a positive interaction and results.
   o "You" messages often result in conflict.

8. **Ask students** to be aware of "I" messages and "you" messages as they continue through their day at school and then at home. How do they feel when receiving the two messages? How do others react when they use "I" versus "you" messages?

Materials needed: Student Supplement CR6-9 ("I" messages).

"I" Messages

Skit 1

Mary: Ann, you're a crumby friend. You always tell secrets and spread rumors. You can't keep anything to yourself. I told you that Diane and I had a disagreement and now it's all over the school that we're going to fight. We spent all morning straightening things out and then your stupid gossiping messed things up again. You're such a blabbermouth! I'll never tell you anything again.

Ann: Why don't you just shut up, Mary. Who cares what you think anyway. I was just getting you some back up for the fight. You don't appreciate anything. You're not worth having for a friend.

Skit 2

Mary: I was really angry when I heard that people were saying that I was going to fight Diane after school. We had already made up and then she got upset all over again. I was also hurt that the secret I told you, as a trusted friend, was known by other people. I really want us to be friends but I'm not sure I can trust things between us right now and that makes it hard for me to spend time with you.

Ann: I'm sorry Mary. I feel really bad about messing things up because I really like you and I was only trying to help. I don't want to lose you as a friend. I promise I won't do anything like that again. If you ever trust me enough to tell me another secret, I promise faithfully that I will keep it to myself and not tell another soul. Please forgive me.

Conflict Management

Purpose: To explore different strategies for managing conflict.

Teacher Role/Session Sequence:

1. **Ask students** to think of some positive ways they can suggest for dealing with conflict (e.g., compromise, "forget it," humor, brainstorming, "blowing off steam" before dealing with the person or problem, etc.).

2. **Introduce** the following conflict management strategies to students and have them discuss the pros and cons of each.

   a) Ventilation — releasing emotion in a positive way such as running around the block, going outside to yell, punching a pillow, etc.

   b) Active listening — checking out and reflecting (this shows you understand) the other person's message and feelings.

   c) Apologizing — saying you're sorry when you've made a mistake or saying you're sorry about something (without saying you're wrong).

   d) Postponement — waiting until you've cooled down or until a better time to deal with the problem.

   e) Humor — laughing at yourself or the situation to reduce tension.

   f) Compromise — giving up something to resolve the problem so that everyone wins.

   g) I—messages — explaining what happened; separating the deed from the doer.

   h) Letting it go — forgetting about the issue, at least for the time being.

   i) Brainstorming — thinking of lots of different options for solving the problem.

   j) Reduction — breaking the problem into parts and dealing with one part at a time.

   k) Writing — working through feelings and clarifying thoughts by writing things down; writing "I want . . . ," "I feel . . . ," "I need . . ."

   l) Role playing — clarifying an issue and trying out possible solutions.

m) Fact finding — going over all the important facts and feelings in the conflict.

3. **Have students** role play conflicts they suggest or the conflict situations in Student Supplement CR6-10 (Conflict Situations), using some of the different strategies, so that they begin to develop a repertoire of conflict management strategies.

Materials Needed: Student Supplement CR6-10 (Conflict Situations). You may also wish to prepare a chart or handouts listing the conflict management strategies.

Note: This activity may take more than one session.

Conflict Situations

1. Jim is walking down the hallway at school. A big eighth grader knocks the books out of Jim's arms. The boy then stomps on the books, laughs, and starts to walk away.

2. Jenny sees Andrew using her pencil. Andrew tells Jenny that it's his, that he brought the pencil from home.

3. Nick returns to his seat in the school cafeteria. He sits down and discovers that someone has poured milk on his hot dog bun. Two boys at the next table are laughing.

Conflict Management Process

Purpose: To introduce and work with a conflict management process.

Teacher Role/Session Sequence:

1. **Introduce and go over** the following six steps of the conflict management process:

Step 1 — Identify and Define the Conflict

- Decide if you really want to solve the conflict.
- Define the problem without blaming or judging.
- Think in terms of "I want . . . I need . . . I feel . . ."

Step 2 — Brainstorm Solutions

- Think of 10-12 creative solutions to the problem/conflict.
- Write down all ideas — don't censor or evaluate them.
- Don't judge the other person's ideas.

Step 3 — Evaluate the Solutions

- Look at the consequences of each potential solution.
- List pros and cons or put "+" or "-" by each.
- Work together to find a solution acceptable to both.

Step 4 — Choose a Solution

- Consider compromising.
- Try to choose a "win-win" solution.
- Find a solution that both can agree to.

Step 5 — Implement the Solution

- Decide who will do what, when will they do it, and for how long?
- Agree upon consequences if the agreement is broken.
- Write out the agreement and sign it.

Step 6 — Follow-up Evaluation

- Ask "Are things better, worse, or the same?"
- If they are better, keep doing what's being done.
- If they are worse or the same, go back to Step 3 and choose another solution.

2. **Have the group apply** the process to a conflict suggested by students or to the situation in Student Supplement CR6-11 (Conflict Management Situations). You may wish to prepare a chart or handout listing the steps of the conflict management process.

3. **Have students work** in small groups applying the process to a real or made up conflict.

Materials Needed: Student Supplement CR6-11 (Conflict Management Situations).

Note: This activity may take more than one session.

Conflict Management Situations

Susan was sick and asked Jason to deliver the papers on her paper route. She said she'd pay him $3.00. Jason delivered the papers but didn't put them into plastic bags. It rained. The papers got wet and were ruined. Susan told Jason that she wouldn't pay him the $3.00.

Negotiation

Purpose: To learn about the procedure of negotiation and provide practice in using the negotiating process.

Teachers Roll/Session Sequence:

1. **Tell students** that one way to deal with and solve conflicts is through "negotiation." Ask if any students have heard of negotiation and know of any real life examples? Tell students that negotiation occurs when two people who disagree or have a conflict talk out their problem and together settle or solve the problem or conflict. They do this by describing their side of the problem, telling how they feel about the problem, suggesting possible solutions, and deciding on a solution that works for both of them.

2. **Read** Student Supplement CR6-12A (Bo Dog's Story) and have students discuss the following:

   a) What is the problem?
      - o How would Mrs. Brown describe the problem?
      - o How would Mr. Olson describe the problem?
      - o How would Bo Dog describe the problem?
      - o What does each party want and need?

   b) What feelings do people have about the problem?
      - o How do you think Mrs. Brown feels about Bo Dog and his owner, Mr. Olson?
      - o How do you think Mr. Olson feels about Mrs. Brown?
      - o How do you think Bo Dog feels about the problem?

   c) What are the possible solutions to the problem?
      - o What might Mrs. Brown suggest?
      - o What might Mr. Olson suggest?
      - o What might Bo Dog suggest?

   d) What is the best solution for everyone?
   (Have students develop a solution that takes everyone's interests into account.)

3. **Give students** an opportunity to apply what they've discussed in a role play situation between Mrs. Brown and Mr. Olson. You may wish to have two students role play for the entire group, have several role plays go on in small groups, or have students pair up and all pairs role play Mrs. Brown and Mr. Olson. Discuss the results and have students share solutions and insights.

4. **Introduce and discuss** the following steps of a negotiation process developed for students:

Step 1 -- Deciding to Solve the Problem

- Both parties agree to solve the problem.
- Both agree to ground rules (no put downs, no interrupting, tell the truth, etc.).

Step 2 -- Telling Your Story

- Use I-messages.
- Be specific about what happened.
- State how you feel.

Step 3 -- Uncovering Needs

- State your needs.
- Find out the other person's needs.

Step 4 -- Searching for a Win-Win Solution

- Brainstorm possible solutions.
- Look for a solution that works for both of you.
- Negotiate a fair compromise if no win-win solution is possible.
- Thank the other person for talking it out.

5. **Provide students** with opportunities to apply the negotiation process to conflict situations such as those provided in Student Supplement CR6-12B (Negotiation Situations) or to real situations that the students present.

Materials Needed: Student Supplement CR6-12A (Bo Dog's Story) and Student Supplement CR6-12B (Negotiation Situations).

Note: This activity may take more than one session.

Bo Dog's Story

Mr. Olson has a pet black lab dog named Bo Dog. He loves his dog and takes very good care of him. He feeds him the best dog food, makes sure he gets proper exercise, plays with him regularly, and gives him lots of love. Bo Dog is a very happy dog. And, even though he's fully grown, he still acts like a frisky puppy. He likes to play, jump up on people, dig holes, chase squirrels, play with the frisbee, and chew bones, sticks and just about anything he can get his teeth into.

Mr. Olson lives next door to a lady named Mrs. Brown. She doesn't have a dog or any pet. What she does have and love is her beautiful flower garden. She works in her garden every day and takes really good care of her flowers. She feeds them, pulls the weeds, and keeps the garden looking beautiful. She has some special flowers, some pink roses, that she won a prize for. She bought these special rose bushes several years ago and has taken extra good care of them so that they have produced prize-winning blossoms.

Mr. Olson keeps Bo Dog on the back porch at night. Bo Dog doesn't like to sleep on the porch so he barks a lot at night and early in the morning. Mr. Olson isn't bothered by the barking because he wears ear plugs. But the barking does bother Mrs. Brown. She has a hard time sleeping at night and in the morning because of the barking. She has asked Mr. Olson to keep Bo Dog quiet. Mr. Olson says that Bo Dog can bark all he wants because he's on Mr. Olson's property. Mr. Olson suggests to Mrs. Brown that she buy some ear plugs like he did.

One day, Mr. Olson puts Bo Dog out into the backyard to play. He ties Bo Dog to a pole by tying a rope around his collar and then around the pole. Bo Dog does not like being tied up. He chews the rope and before long chews it apart with his sharp teeth. Bo Dog can chew through almost anything with those teeth!

Once Bo Dog has chewed himself free, he is very happy. He is so happy that he bounces right over to Mrs. Brown's garden where he starts digging. Before long, Bo Dog has dug a hole right in the middle of Mrs. Brown's special roses and damaged some of her prized bushes.

Mrs. Brown looks out the window and sees what Bo Dog is doing. She gets very angry at Bo Dog for hurting her special flowers. She picks up a mop to chase Bo Dog with and runs out into her garden. Bo Dog doesn't notice Mrs. Smith until she is practically on top of him. He is surprised and scared and bites Mrs. Brown on the leg.

Bo Dog turns to run away. As he does, Mrs. Brown picks up a rock and throws it at Bo Dog. Just as she throws the rock, Mr. Olson comes out his back door to bring in Bo Dog. The rock misses Bo Dog and hits Mr. Olson on the head.

McREL

Negotiation Situations

Brad was shooting baskets on his driveway after school. He had been playing for about an hour. His brother, Michael, waited for about 15 minutes and then said he wanted to shoot baskets too. Brad told Michael, "No!" He then told Michael to leave because he was being a pest. Michael accused Brad of being selfish and never letting him play. Michael then tried to take the ball away from Brad. Before long, Brad and Michael were yelling at each other and pushing each other around.

Mediation

Purpose: To introduce the mediation process and provide practice with it.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever heard of mediation. Let them know that mediation occurs when a third person, called a mediator, helps people having a conflict reach a solution to their problem.

2. **Ask students** if they can think of kinds of situations that might call for mediation rather than negotiation — that is, what kinds of situations might necessitate a third party — and/or some examples from life that they know of (e.g., potential strike situations, a divorce settlement/custody dispute, when people cannot satisfactorily negotiate, etc.).

3. **Have students discuss** the qualities they think a mediator should have in order to do the job of helping disputants (the name given to the people with the conflict) come to a solution. Let them know that a mediator doesn't give solutions but helps people in conflict find their own solutions. Emphasize the meaning and importance of the following characteristics of a good mediator: non-judgmental, neutral, impartial, doesn't offer solutions, doesn't make decisions for the disputants, etc.

4. **Give students** the following general information about mediation.

   o In mediation, the mediator asks each disputant to define the problem as he or she sees it and to express any feelings he or she has about it. The mediator restates both parties' views and asks questions for clarification if necessary.

   o The mediator does not solve the problem. The mediator asks both disputants for proposed solutions. The two parties make their own agreement.

   o If there is an agreement, the mediator restates it to be sure both disputants approve of the solution. If no agreement is reached, the mediator may speak to each disputant separately, asking each how he or she is willing to solve the problem. Then they come together and offer their solutions.

   o Mediators must remain neutral and avoid making judgments about what is being said about possible solutions. The mediator must listen carefully and try to identify areas of agreement or areas of possible agreement.

5. **Introduce** the following Mediation Process for students and discuss each step.

Step 1 — Getting Commitment to Mediate

The mediator asks the disputants to agree to:

- Try to solve the problem.
- No put downs.
- No interrupting.
- Tell the truth.

Step 2 — Each Side Tells What Happened

The mediator:

- Listens for feelings and facts from each disputant.
- Listens for what each side needs to solve the problem.
- States the problem in neutral terms.

Step 3 — Clarifying Needs

The mediator does:

- Active listening.
- State what each side needs to solve the problem.
- Not take sides.

Step 4 — Reaching for Agreement

The mediator has disputants:

- Brainstorm options.
- Evaluate options to see which ones work for both parties.
- Set future meetings if necessary.

6. **Coach students** through a role play with the mediation process using one of the situations in Student Supplement CR6-13 (Mediation Situations) or one that the students suggest.

7. **Give students** other opportunities to apply the mediation process to real life situations.

Materials Needed: Student Supplement CR6-13 (Mediation Situations).

Note: This activity may take more than one session.

Mediation Situations

Amy (Party A) is a sixth grade student. Amy's teacher has just pulled her away from a fight with Todd (Party B). The fight started in the cafeteria lunch line. Amy says that Todd cut into line and was pushing. When she threatened to tell the teacher, Todd called her a name. Amy said that Todd then knocked her down. When she got up she ran after him. Amy says that Todd started the whole thing and that she shouldn't get into trouble or be punished.

Todd says that his friend has been saving a place in line for him. When he went to get into line, Amy pushed him and told him to get out. Todd says that Amy had been bugging him all morning. He says he only defended himself after Amy jumped on him. Todd said that Amy also threatened to get her older brother to beat him up after school.

The mediator must help A and B define the problem and reach a satisfactory solution.

Creating a Context for Learning About Conflict Resolution

Purpose: To create a context for learning about conflict resolution by discovering structures that help us avoid conflict.

Teacher Role/Session Sequence:

1. **Ask students** to define a rule and to define a law.

2. **Have students discuss** why rules and laws are important and how they help us.

3. **Have students generate** a list of helpful rules and/or laws that most people follow (e.g., stopping at red lights).

4. **Ask students to list** some rules or laws that many people don't follow (e.g., driving at the posted speed limit) and why they think they don't (e.g., they don't agree with them, don't think they're important, etc.).

5. **Have students discuss** what happens when people break or disobey rules or laws. (There are then problems and/or conflicts.)

6. **Present and discuss** the following definition of conflict: Conflict happens when two or more people disagree. It is not good or bad. It is a fact of life.

7. **Let students know** that they will be learning about how to deal with conflict in ways that make it possible for both people (or everyone) to "win."

Materials Needed: None.

Examining the Concept of Conflict

Purpose: To create a context for learning about conflict resolution by examining common conflicts.

Teacher Role/Session Sequence:

1. **Review with students** the definition of conflict: Conflict happens when two or more people disagree. It is not good or bad. It is a fact of life.

2. **Ask students to generate** a list of examples of conflicts that are common in families. They may think about their own families, families of friends and neighbors, families on TV, etc.

3. **Have students discuss** how they feel about conflict in general.

4. **Have students discuss** which examples, from the list they generated, seem most important — that is, they particularly upset them, take their attention off learning, and need to be attended to — and why. (For example, they might say that fights which end up in divorce are important because they affect so many people in a family, etc.)

5. **Point out** that conflict may be resolved in positive, productive ways or in negative, destructive ways. Have them think of examples of each. Be prepared with some examples from your specific setting. (For example, some family conflicts end up with people being abused physically and/or emotionally. This is destructive. Talking over situations and maybe even getting counseling is constructive.)

6. **Have students discuss** some useful things that could come about as a result of conflict which has been handled constructively. For example, it may:

   - help people look at a problem in new and creative ways
   - help build or improve relationships
   - help build or improve problem solving and critical thinking skills
   - help build or improve communication

7. **Have students bring** in articles from newspapers and magazines showing positive outcomes from conflict. Have these shared at a future session.

Materials Needed: None, but you may wish to have magazines and newspapers on hand.

Note: This may take more than one session.

Observing Conflict

Purpose: To help students understand conflict by looking at the dynamics that occur in real life conflicts.

Teacher Role/Session Sequence:

1. **Have students list** several examples of conflicts they're aware of or have observed involving families and family members. These may be examples from their own families, their friends' families, or even from TV families.

2. For each of two or three of the examples, **have students try to recall** the following:

   WHO was involved?

   WHERE did it happen?

   WHAT was said or done (actions, words)?

   HOW did the conflict end? (What happened and was it constructive or destructive?)

3. For each example, **ask students to suggest** other ways the conflicts could have been resolved — OR — have students role play alternative solutions.

4. **Give students** Student Activity Sheet CR7-3 (Observing Conflict). Ask them to complete it for the next session (or a future session you designate).

5. At the future session, **have students share** some of the conflicts they observed. Have the group suggest other ways these conflicts could have been resolved — OR — have students role play different possible solutions.

6. **Discuss** the conflicts they observed in terms of the following:
   - What caused the conflict to get worse?
   - What helped people end the conflict?
   - What feelings did people express?

7. **Have students discuss** what they learned about: (a) conflict in general, and (b) how they feel about observing conflict with others.

Materials Needed: Student Activity Sheet CR7-3 (Observing Conflict).

Note: This activity may take more than one session.

CONFLICT RESOLUTION - Student Activity Name:______________________________

Observing Conflict

Notice conflicts you see between people. Record what happens in at least 3 of them. Try to be as accurate as you can. Report only what you see and hear.

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO is involved?			
WHERE? (classroom, playground, home, etc.)			
WHAT is being done or said? (actions, words)			
HOW does the conflict end? (What happened and was it constructive or destructive.)			

Discovering Styles of Handling Conflict

Purpose: To provide students with an opportunity to discover their own personal style of dealing with conflict.

Teacher Role/Session Sequence:

1. **Let students know** that they will be looking at how they usually handle conflicts by filling out a survey.

2. **Hand out** Student Activity Sheet CR7-4 (Discovering How I Handle Conflict) and go over instructions with students. Have students complete the survey.

3. **Put the following** terms and definitions on the board, each at the top of a column:

Denial	Confrontation	Problem-solving
(denies a problem exists)	(confronts a person directly)	(approaches conflict as problem to be solved)

4. **Have students go over** their survey and label each behavior. How do they feel about what they learned about themselves? Tally the students' answers on the board. How does the group as a whole deal with conflict? What do they think about the results?

5. To the extent that you believe to be useful for your group, **have the students choose** one or more examples from their Student Activity Sheet CR7-3 (Observing Conflict) and categorize the conflict resolution styles that people were using.

6. **Conduct a general discussion** on what works and what doesn't work about each of the styles.

Materials Needed: Student Activity Sheet CR7-4 (Discovering How I Handle Conflict); if you do step number 5, you'll also need students' completed Student Activity Sheet CR7-3 (Observing Conflict).

Note: This activity may take more than one session.

CONFLICT RESOLUTION - Student Activity Name:_______________________________

Discovering How I Handle Conflict

Conflicts happen all the time. People have different ways of handling conflict. Mark how often you handle conflict in each of the following ways:

		Usually	Sometimes	Rarely
1.	Avoid the person	_____	_____	_____
2.	Change the subject	_____	_____	_____
3.	Try to understand the other person's point of view	_____	_____	_____
4.	Try to turn the conflict into a joke	_____	_____	_____
5.	Admit I'm wrong even if I don't believe I am	_____	_____	_____
6.	Give in	_____	_____	_____
7.	Apologize	_____	_____	_____
8.	Try to find out what we agree on and disagree on to narrow down the conflict	_____	_____	_____
9.	Compromise	_____	_____	_____
10.	Pretend to agree	_____	_____	_____
11.	Get another person to decide who is right	_____	_____	_____
12.	Threaten the other person	_____	_____	_____
13.	Fight it out physically	_____	_____	_____
14.	Whine or complain until I get my way	_____	_____	_____
15.	Give in, but let the other person know how much I'm suffering (be a martyr)	_____	_____	_____

MCREL

Our Thinking and Conflict

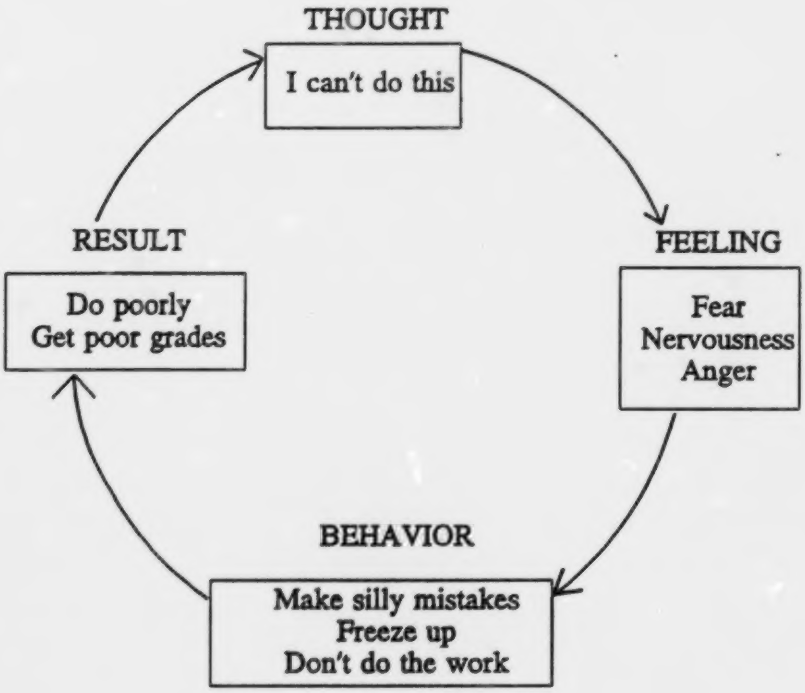
Purpose: To understand how our thinking contributes to conflict.

Teacher Role/Session Sequence:

1. **Tell students** that they are going to learn about a key to negative behavior and conflict.

2. **Ask students** to think of something that they do naturally all the time (e.g., thinking and breathing). Ask them to be very quiet for 30 seconds and listen to the little voice in their head. Suggest that the "little voice" is like our thinking on a loudspeaker.

3. **Tell students** that our thinking underlies all of our feelings and behavior. Go through the following "thought cycle" to demonstrate this point. Interact with students about the elements of the cycle as you go through it.


THOUGHT
I can't do this
FEELING
Fear
Nervousness
Anger
BEHAVIOR
Make silly mistakes
Freeze up
Don't do the work
RESULT
Do poorly
Get poor grades

(For each potential feeling suggested, have students identify the specific behavior that might arise. For example, for fear, it might be freeze up and forget the answers or get careless, etc. For anger it might be to stomp out of the room or not to do the work, etc. Emphasize that our feelings and behaviors are reactions to our thoughts, not to the outside event or stimulus. To make this point, ask how many students would be happy if you announced the cafeteria had changed lunch from hamburgers to hot dogs. Ask how many would be unhappy. Why? Suggest that hot dogs aren't better or worse than hamburgers. They think they are (or aren't), and therefore react to their thoughts about hamburgers and hot dogs.

When we can change our thinking, we can change our feelings and behavior. Also point out the self-fulfilling nature of our thoughts. Thus, "I can't do this" leads to a feeling such as fear, a reaction such as making a silly mistake, and a result such as a poor grade. This results in reinforcing and confirming the initial thought.)

4. **Do another example** or two with the group. Use thoughts such as "He doesn't like me" or "I'll never finish on time" or similar thoughts that students suggest.

5. **Hand out** Student Activity Sheet CR7-5 (The Thought Cycle) and have students fill it out (or have them work in small groups and "fill it out" orally). Have them start by identifying a thought that they, or someone, might have about a friend or classmate. Have a few students share their thought cycles with the entire group.

6. **Ask students** how they see thoughts relating to conflict (it's their thought about a situation that gives rise to feelings of anger or upset that lead to conflict-promoting behaviors and results.

7. **Go through** a thought cycle with the group that exemplifies a recent conflict (without naming names). For example, when someone's friend tells a third party something that was a secret, his or her thought might be, "S/he's a jerk," or "I'll show him/her," or "S/he'll pay for this."

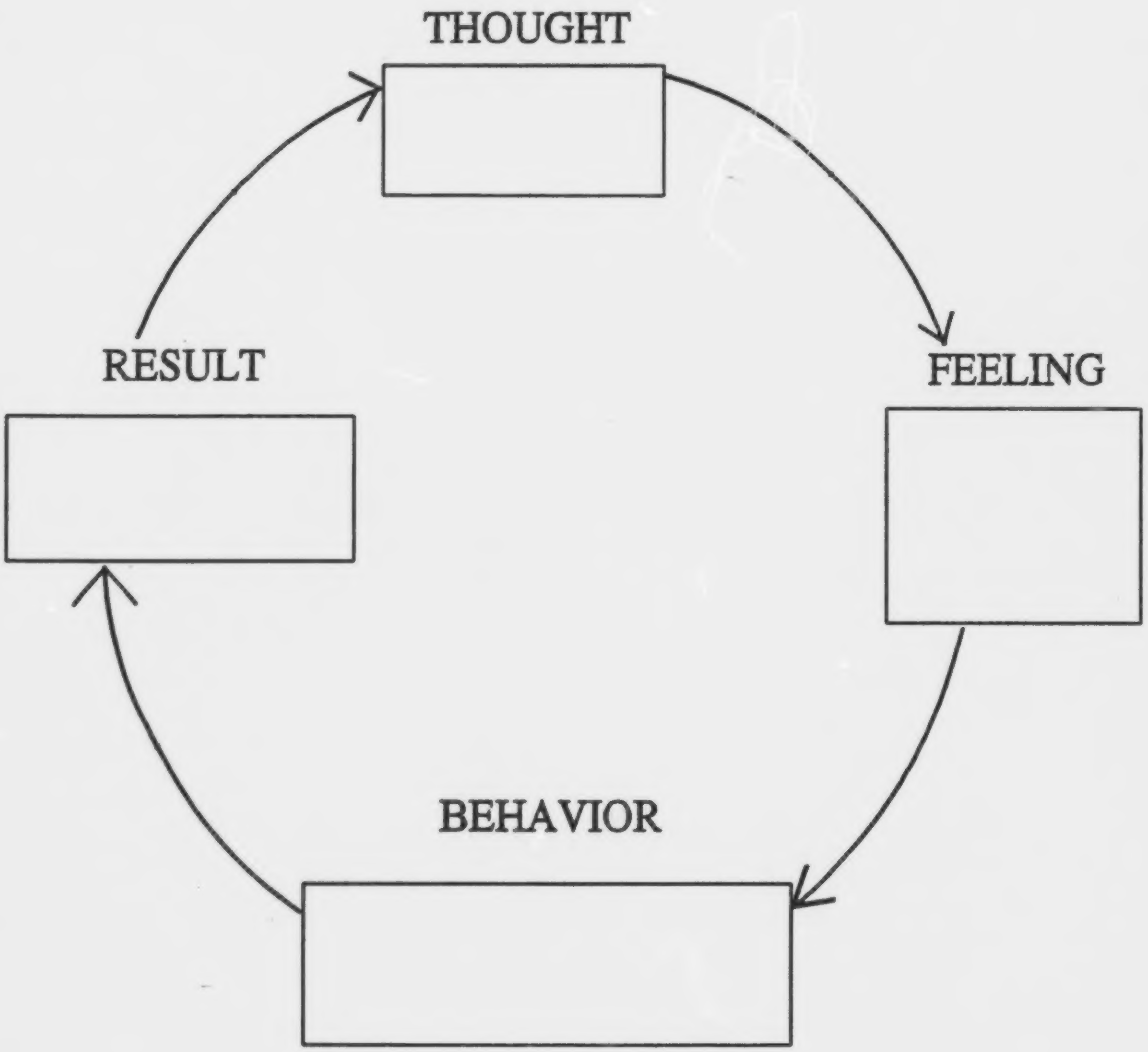
8. **Have students discuss** what different thoughts they might have in the above situations that would lead to different results that might avoid conflict.

Materials Needed: Student Activity Sheet CR7-5 (The Thought Cycle).

CONFLICT RESOLUTION — Student Activity NAME: ______________________

The Thought Cycle

Instructions: Pick out a thought that you have or someone you know has that is troublesome. (You may start by finding an upsetting situation and then identifying the thought that you have at that time.) Then identify the feelings that comes from that thought, then the behaviors that are related to those feelings, and the results that arise from the behaviors.



Separate Realities and Conflict

Purpose: To understand the concept of separate realities and its relationship to conflict.

Teacher Role/Session Sequence:

1. **Ask students** what thoughts they might have about the people described below:
    - someone who always has the right answer and calls it out in class
    - someone who makes fun of people
    - someone who always says, "I'll tell my big brother if you do that."
2. **Note that** different people have different thoughts about the same thing. Refer to the example in the session about thinking (CR7-5, number 3) where the cafeteria had changed lunch from hamburgers to hot dogs and the students' reactions to the menu change.
3. **Ask students** if they know anyone who sees things *exactly* the way they do. Point out that we see people and events differently, depending on our beliefs, backgrounds, values, past experiences, etc. We all, therefore, have SEPARATE REALITIES. No one's is right or wrong; each person's is just different.
4. **Point out** that we all behave and do things based on our separate realities. If we could stand in other people's shoes and see the world exactly as they do, we would understand what they're doing and why. Just as what we do makes sense to us, what others do (even our parents and teachers) makes sense to them. We all do the best we can, given how things look or seem to us. Thus, other people's behavior doesn't really have anything to do with us; they have thoughts, feelings, and behaviors that are based on how they "see" things, which is influenced by their background and beliefs. While we might not like what they're doing, we don't have to take it personally.
5. **Have students suggest** some examples of separate realities between them and their teachers (or between kids their age and teachers in general); for example, the meaning of a neat paper.
6. **Discuss with students** when separate realities become a problem (when we think our reality is right and the other person's is wrong, this results in conflict).
7. **Discuss how** understanding the idea of separate realities can help reduce conflict (understanding that no one's reality is wrong and we might see things as the other person does if we were in his/her shoes, etc. might lead to thoughts and feelings of understanding rather than thoughts and feelings that lead to conflict).
8. **Ask students** to notice examples of separate realities as they interact with friends or classmates and to be prepared to share some of these examples with the group.

Materials Needed: None.

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Increasing and Decreasing Conflict

Purpose: To discover what people do to increase and decrease conflict.

Teacher Role/Session Sequence:

1. **Have students think** about a recent situation that they were involved in with friends or family, or saw others involved in, in which the conflict became worse because of something someone did that upset the other. Be prepared to share an example from your own life. (For example: You friend's parents were having a conflict about cleaning up the house. When the Mom told the Dad he was a lazy good-for-nothing who never did anything but watch TV, he became upset and said he would show her how lazy he really could be from now on.) Have students share some examples.

2. **Tell students** that when someone does something that results in increasing the conflict, that's called "escalating" the conflict.

3. **Have students generate** a list of things people do that escalate conflict. (Examples include: put downs and name calling; dirty looks; not believing or trusting; hitting or pushing; lying; giving wrong information; taking sides; threatening; attacking — with words, etc.)

4. **Have students generate** a list of things people can do to make conflicts better or "de-escalate" them. (Examples include: listening; cooling off; empathizing; getting help from someone else; walking away; expressing anger directly; using problem-solving skills; saying directly what is needed or wanted; giving correct information, etc.)

5. **Hand out** Student Supplement CR7-7 (Decreasing The Conflict) and go over directions with students. Have them work in pairs to identify the actions that made the conflict get worse and actions that could have been taken that would not have led to the conflict escalating.

6. **Have students share** some of their solutions with the group.

7. **Suggest that students** observe incidents with their classmates and schoolmates in which conflict is escalated or de-escalated by the actions people take, and to share these observations at a future session.

Materials Needed: Student Supplement CR7-7 (Decreasing the Conflict).

Decreasing The Conflict

Read the following scene. What actions made the conflict get stronger. What could you do to decrease or de-escalate this conflict?

Best Friends

Sue and Jennifer were best friends. They talked to each other on the phone for hours and spent most weekends at one of their houses or the other.

One day Sue saw Jennifer in the hall whispering to Debbie and Amy. As they saw Sue come closer they all sort of glared at Sue. Sue gave them a dirty look as she walked by.

Jennifer then called Sue a mean name.

Sue said, "Who do you think you are, calling me that?"

Jennifer said, "You'd better watch out how you talk to me!"

Sue put her hands on her hips and "marched" in Jennifer's direction.

Jennifer reached out and pushed Sue. Sue fell back against the lockers.

Listening and Conflict

Purpose: To provide students with an opportunity to learn about effective listening and its role in conflict.

Teacher Role/Session Sequence:

1. **Tell students** you're going to talk about listening and see how it relates to conflict.

2. **Let students know** that they will be engaging in some listening exercises during this session. Ask how many of them consider themselves to be fairly good listeners. Ask what they do — i.e., what are their effective behaviors — that allow them to be good listeners. List the behaviors they mention on the board.

3. **Have students pair up** with one another. Designate an "A" and a "B" (e.g., the one with the longest hair is "A").

4. **Give the following instructions:** When I give the signal:

   a) "A's" will speak for 90 seconds about a relationship they used to have — specifically, what was good about it and what wasn't so good about it.

   b) "B's" will just listen. They may nod but they may not talk, ask questions, etc.

   c) While listening, B's should notice whenever they realize they've stopped listening to their partner and started "listening" or paying attention to their own thoughts or thinking. When they do, they should just notice and note it and then go back to listening to their partner.

5. **Give the signal** and time the listening for 90 seconds.

6. **Ask how many** "B's" were able to stick with the rules and not talk or ask questions and how long they listened before paying attention to their own thoughts. Ask for how many this was kind of difficult.

7. Now **have the same pairs switch** roles. This time the "B's" speak and the "A's" listen. The timing and the topic are the same. Again, time the exercise.

8. **Have students discuss** what the experience was like for them including, but not limited to, the following:

   a) What was it like to just listen?

   b) What was it like to be listened to in this way?

   c) What did you notice about listening to someone else and your own thoughts?

   d) What does listening have to do with conflict? Give examples from life.

9. **Let students know** that in conflict resolutions you must do active listening. This means a) first listen very carefully to what people are saying; b) show genuine interest; c) listen as if you don't already know what the speaker is going to say; d) check out (with the speaker) to be sure what you've heard is what the speaker said and meant.

10. **Model active listening** by reflecting back or summarizing some of the student's communications.

11. **Provide opportunities** for students to do active listening with one another. Emphasize that being genuine and really listening to the other person is what's important.

12. **Suggest that students** pay attention to their own listening as they interact with others.

Materials Needed: None.

Communicating to Reduce Conflict

Purpose: To learn the difference between "I" and "you" messages and how they contribute to or reduce the potential for conflict.

Teacher Role/Session Sequence:

1. **Ask for a student** to volunteer to demonstrate something about communication with you.

2. **Say to the student:**

   "You really made me mad. I planned the whole day around going to the movies with you and then you have the nerve to not show up. You're so irresponsible!"

3. **Ask the student** how s/he feels as a result of the communication.

4. **Now say** to the same student:

   "I was really upset yesterday. I was really looking forward to going to the movie with you. When you didn't show up I was really disappointed and somewhat angry too because I had planned the day around our being together. Did something happen that didn't allow you to keep our plans?"

5. **Ask how** the student feels as a result of this communication.

6. **Have students discuss** the difference between the two communications. Underscore the following points:

   a) "You" messages usually blame, accuse, threaten, put down, or try to make the other person feel guilty.

   b) "You" messages put the other person on the defensive and are more likely to end up in conflict.

   c) "I" messages let the other person know the effect his/her actions have had on you but don't accuse or blame.

   d) "I" messages are more likely to reduce conflict and/or lead to positive results.

7. **Present** the three parts of an "I" message:

   - "I feel (specific feeling)...."
   - "when (specific behavior)...."
   - "because (effect, impact,consequence)...."

   For example: I feel angry when you forget our plans because I really like to be with you and had planned my day so I could.

8. **Have students work** individually or in small groups to change "you" messages to "I" messages in Student Supplement CR7-9 ("I" messages).

9. **Ask students to notice** their own and others' use of "I" and "you" messages during the day.

Materials Needed: Student Supplement CR7-9 ("I" messages).

"I" Messages

Change the following "you" messages to "I" messages:

1. You spilled a Coke on my pants and ruined my whole day.
2. You embarrassed me by acting like a jerk in front of my Mom.
3. You always make me do the dishes. You're mean and unfair.
4. You're wasting my time. You say you'll be there at a certain time and you always keep me waiting. Can't you ever show up on time?
5. You drive me crazy when you play your music so loudly. Don't you know any better?
6. You are good for nothing! You promised you'd do better in school. I told my friends you were really trying and then you bring home this report card!

Conflict Management

Purpose: To explore different strategies for managing conflict.

Teacher Role/Session Sequence:

1. **Ask students** to think of some positive ways they can suggest for dealing with conflict (e.g., compromise, "forget it," humor, brainstorming, "blowing off steam" before dealing with the person or problem, etc.).

2. **Introduce** the following conflict management strategies to students and have them discuss the pros and cons of each.

   a) Ventilation — releasing emotion in a positive way such as running around the block, going outside to yell, punching a pillow, etc.

   b) Active listening — checking out and reflecting (this shows you understand) the other person's message and feelings.

   c) Apologizing — saying you're sorry when you've made a mistake or saying you're sorry about something (without saying you're wrong).

   d) Postponement — waiting until you've cooled down or until a better time to deal with the problem.

   e) Humor — laughing at yourself or the situation to reduce tension.

   f) Compromise — giving up something to resolve the problem so that everyone wins.

   g) "I" messages — explaining what happened; separating the deed from the doer.

   h) Letting it go — forgetting about the issue, at least for the time being.

   i) Brainstorming — thinking of lots of different options for solving the problem.

   j) Reduction — breaking the problem into parts and dealing with one part at a time.

   k) Writing — working through feelings and clarifying thoughts by writing things down; writing "I want . . . ," "I feel . . . ," "I need . . ."

   l) Role playing — clarifying an issue and trying out possible solutions.

m) Fact finding — going over all the important facts and feelings in the conflict.

3. **Have students** role play conflicts they suggest or the conflict situations in Student Supplement CR7-10 (Conflict Situations), using some of the different strategies, so that they begin to develop a repertoire of conflict management strategies.

Materials Needed: Student Supplement CR7-10 (Conflict Situations). You may also wish to prepare a chart or handouts listing the conflict management strategies.

Note: This activity may take more than one session.

Conflict Situations

1. Students are lined up at the drinking fountain. A teacher asks Sue to come and help her for a minute. When Sue returns to the line, the others say she can't have her place back.

2. Katie and Alice are best friends. Katie passes Alice a note in class. The teacher takes the note away from Alice and Alice gets in trouble.

3. Bob and his two friends are playing basketball at school. Bob misses a basket because one of the boys knocks him down. He kicks the ball onto the school roof.

Conflict Management Process

Purpose: To introduce and work with a conflict management process.

Teacher Role/Session Sequence:

1. **Introduce and go over** the following six steps of the conflict management process:

Step 1 — Identify and Define the Conflict

- Decide if you really want to solve the conflict.
- Define the problem without blaming or judging.
- Think in terms of "I want . . . I need . . . I feel . . ."

Step 2 — Brainstorm Solutions

- Think of 10-12 creative solutions to the problem/conflict.
- Write down all ideas — don't censor or evaluate them.
- Don't judge the other person's ideas.

Step 3 — Evaluate the Solutions

- Look at the consequences of each potential solution.
- List pros and cons or put "+" or "-" by each.
- Work together to find a solution acceptable to both.

Step 4 — Choose a Solution

- Consider compromising.
- Try to choose a "win-win" solution.
- Find a solution that both can agree to.

Step 5 — Implement the Solution

- Decide who will do what, when will they do it, and for how long?
- Agree upon consequences if the agreement is broken.
- Write out the agreement and sign it.

Step 6 — Follow-up Evaluation

- Ask "Are things better, worse, or the same?"
- If they are better, keep doing what's being done.
- If they are worse or the same, go back to Step 3 and choose another solution.

2. **Have the group apply** the process to a conflict suggested by students or to the situation in Student Supplement CR7-11 (Conflict Management Situations). You may wish to prepare a chart or handout listing the steps of the conflict management process.

3. **Have students work** in small groups applying the process to a real or made up conflict.

Materials Needed: Student Supplement CR7-11 (Conflict Management Situations).

Note: This activity may take more than one session.

Conflict Management Situations

Billy borrowed Ryan's bicycle while Ryan was on vacation. He promised to take good care of it and be responsible for it. During this time, Ray borrowed the bike from Billy. While Ray had the bike parked and locked at a store, it was stolen. Ray said he wouldn't pay for the bike because Billy was responsible for it and he (Ray) had locked it. Billy said he wouldn't pay for it because it was stolen while Ray had it.

Negotiation

Purpose: To learn about the procedure of negotiation and provide practice in using the negotiating process.

Teachers Roll/Session Sequence:

1. **Tell students** that one way to deal with and solve conflicts is through "negotiation." Ask if any students have heard of negotiation and know of any real life examples? Tell students that negotiation occurs when two people who disagree or have a conflict talk out their problem and together settle or solve the problem or conflict. They do this by describing their side of the problem, telling how they feel about the problem, suggesting possible solutions, and deciding on a solution that works for both of them.

2. **Read** Student Supplement CR7-12A (Bo Dog's Story) and have students discuss the following:

   a) What is the problem?
      - o How would Mrs. Brown describe the problem?
      - o How would Mr. Olson describe the problem?
      - o How would Bo Dog describe the problem?
      - o What does each party want and need?

   b) What feelings do people have about the problem?
      - o How do you think Mrs. Brown feels about Bo Dog and his owner Mr. Olson?
      - o How do you think Mr. Olson feels about Mrs. Brown?
      - o How do you think Bo Dog feels about the problem?

   c) What are the possible solutions to the problem?
      - o What might Mrs. Brown suggest?
      - o What might Mr. Olson suggest?
      - o What might Bo Dog suggest?

   d) What is the best solution for everyone?
      (Have students develop a solution that takes everyone's interests into account.)

3. **Give students** an opportunity to apply what they've discussed in a role play situation between Mrs. Brown and Mr. Olson. You may wish to have two students role play for the entire group, have several role plays go on in small groups, or have students pair up and all pairs role play Mrs. Brown and Mr. Olson. Discuss the results and have students share solutions and insights.

4. **Introduce and discuss** the following steps of a negotiation process developed for students:

Step 1 -- Deciding to Solve the Problem

- Both parties agree to solve the problem.
- Both agree to ground rules (no put downs, no interrupting, tell the truth, etc.).

Step 2 -- Telling Your Story

- Use I-messages.
- Be specific about what happened.
- State how you feel.

Step 3 -- Uncovering Needs

- State your needs.
- Find out the other person's needs.

Step 4 -- Searching for a Win-Win Solution

- Brainstorm possible solutions.
- Look for a solution that works for both of you.
- Negotiate a fair compromise if no win-win solution is possible.
- Thank the other person for talking it out.

5. **Provide students** with opportunities to apply the negotiation process to conflict situations such as those provided in Student Supplement CR7-12B (Negotiation Situations) or to real situations that the students present.

Materials Needed: Student Supplement CR7-12A (Bo Dog's Story) and Student Supplement CR7-12B (Negotiation Situations).

Note: This activity may take more than one session.

Bo Dog's Story

Mr. Olson has a pet black lab dog named Bo Dog. He loves his dog and takes very good care of him. He feeds him the best dog food, makes sure he gets proper exercise, plays with him regularly, and gives him lots of love. Bo Dog is a very happy dog. And, even though he's fully grown, he still acts like a frisky puppy. He likes to play, jump up on people, dig holes, chase squirrels, play with the frisbee, and chew bones, sticks and just about anything he can get his teeth into.

Mr. Olson lives next door to a lady named Mrs. Brown. She doesn't have a dog or any pet. What she does have and love is her beautiful flower garden. She works in her garden every day and takes really good care of her flowers. She feeds them, pulls the weeds, and keeps the garden looking beautiful. She has some special flowers, some pink roses, that she won a prize for. She bought these special rose bushes several years ago and has taken extra good care of them so that they have produced prize-winning blossoms.

Mr. Olson keeps Bo Dog on the back porch at night. Bo Dog doesn't like to sleep on the porch so he barks a lot at night and early in the morning. Mr. Olson isn't bothered by the barking because he wears ear plugs. But the barking does bother Mrs. Brown. She has a hard time sleeping at night and in the morning because of the barking. She has asked Mr. Olson to keep Bo Dog quiet. Mr. Olson says that Bo Dog can bark all he wants because he's on Mr. Olson's property. Mr. Olson suggests to Mrs. Brown that she buy some ear plugs like he did.

One day, Mr. Olson puts Bo Dog out into the backyard to play. He ties Bo Dog to a pole by tying a rope around his collar and then around the pole. Bo Dog does not like being tied up. He chews the rope and, before long chews it apart with his sharp teeth. Bo Dog can chew through almost anything with those teeth!

Once Bo Dog has chewed himself free, he is very happy. He is so happy that he bounces right over to Mrs. Brown's garden where he starts digging. Before long, Bo Dog has dug a hole right in the middle of Mrs. Brown's special roses and damaged some of her prized bushes.

Mrs. Brown looks out the window and sees what Bo Dog is doing. She gets very angry at Bo Dog for hurting her special flowers. She picks up a mop to chase Bo Dog with and runs out into her garden. Bo Dog doesn't notice Mrs. Smith until she is practically on top of him. He is surprised and scared and bites Mrs. Brown on the leg.

Bo Dog turns to run away. As he does, Mrs. Brown picks up a rock and throws it at Bo Dog. Just as she throws the rock, Mr. Olson comes out his back door to bring in Bo Dog. The rock misses Bo Dog and hits Mr. Olson on the head.

Negotiation Situations

Jennifer went to her locker between classes. She needed the book she had gotten at the library for her Language Arts class. Tricia came up to her and slammed the locker shut. Then she took the library book from Jennifer and said, "You promised me I could use this book for my report." Jennifer told Tricia that she needed the book for her class next period. Tricia said she needed it too — that her report was due before the end of the school day. The girls started shouting at each other and pulling on the book. Before long several of their friends came by and joined in the fight.

Mediation

Purpose: To introduce the mediation process and provide practice with it.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever heard of mediation. Let them know that mediation occurs when a third person, called a mediator, helps people having a conflict reach a solution to their problem.

2. **Ask students** if they can think of kinds of situations that might call for mediation rather than negotiation — that is, what kinds of situations might necessitate a third party — and/or some examples from life that they know of (e.g., potential strike situations, a divorce settlement/custody dispute, when people cannot satisfactorily negotiate, etc.).

3. **Have students discuss** the qualities they think a mediator should have in order to do the job of helping disputants (the name given to the people with the conflict) come to a solution. Let them know that a mediator doesn't give solutions but helps people in conflict find their own solutions. Emphasize the meaning and importance of the following characteristics of a good mediator: non-judgmental, neutral, impartial, doesn't offer solutions, doesn't make decisions for the disputants, etc.

4. **Give students** the following general information about mediation.

   - In mediation, the mediator asks each disputant to define the problem as he or she sees it and to express any feelings he or she has about it. The mediator restates both parties' views and asks questions for clarification if necessary.

   - The mediator does not solve the problem. The mediator asks both disputants for proposed solutions. The two parties make their own agreement.

   - If there is an agreement, the mediator restates it to be sure both disputants approve of the solution. If no agreement is reached, the mediator may speak to each disputant separately, asking each how he or she is willing to solve the problem. Then they come together and offer their solutions.

   - Mediators must remain neutral and avoid making judgments about what is being said about possible solutions. The mediator must listen carefully and try to identify areas of agreement or areas of possible agreement.

5. **Introduce** the following Mediation Process for students and discuss each step.

Step 1 — Getting Commitment to Mediate

The mediator asks the disputants to agree to:

- Try to solve the problem.
- No put downs.
- No interrupting.
- Tell the truth.

Step 2 — Each Side Tells What Happened

The mediator:

- Listens for feelings and facts from each disputant.
- Listens for what each side needs to solve the problem.
- States the problem in neutral terms.

Step 3 — Clarifying Needs

The mediator does:

- Active listening.
- State what each side needs to solve the problem.
- Not take sides.

Step 4 — Reaching for Agreement

The mediator has disputants:

- Brainstorm options.
- Evaluate options to see which ones work for both parties.
- Set future meetings if necessary.

6. **Coach students** through a role play with the mediation process using one of the situations in Student Supplement CR7-13 (Mediation Situations) or one that the students suggest.

7. **Give students** other opportunities to apply the mediation process to real life situations.

Materials Needed: Student Supplement CR7-13 (Mediation Situations).

Note: This activity may take more than one session.

Mediation Situations

Mrs. Bennett (Party A) says that Jill seemed bored in class and didn't like math. She said she talked to Jill about it and Jill said she was terrible in math so she didn't even bother trying. After a while, with Mrs. Bennett's help, Jill seemed to like math better and started doing better in her work and on her tests. Mrs. Bennett was very pleased and told Jill so. She decided to give her a "B" in the class. She didn't think Jill did well enough to receive an "A" even though she knew Jill had worked really hard and had improved a lot. She didn't think it would be fair to give her an "A" because her work didn't meet her standards for "A" work.

Jill (Party B) says she hated math when she began Mrs. Bennett's class and that she had always gotten "D's" in math in the past. She thought Mrs. Bennett was really nice and helpful and made math interesting. She says she started doing her assignments and that Mrs. Bennett kept telling her how well she was doing and how much she was improving. She said she was really happy and thought for sure she would get an "A" in the class. When she got the "B" she was angry. She said she thought she deserved an "A" for all the work she did. Now she is mad at Mrs. Bennett and says she doesn't ever want to talk to her again.

The mediator must help Parties A and B define the problem and come to a solution.

Creating a Context for Learning About Conflict Resolution

Purpose: To create a context for learning about conflict resolution by discovering structures that help us avoid conflict.

Teacher Role/Session Sequence:

1. **Ask students** what structures we have (in school, the city, the state, the country, society) that help us to get along (rules, laws, constitutions, etc.). (You may focus on one level only if you choose.)
2. **Have students generate** a list of rules/laws that they believe most people abide by.
3. **Have students** now **generate** a list of rules/laws that many people don't abide by.
4. **Have students discuss** why some rules/laws get broken or disobeyed. (People disagree with them, don't think they're important, think they won't get caught, etc.)
5. **Discuss** what happens when rules/laws do get broken or disobeyed (conflicts, problems arise.). What are some ways we have of dealing with people who break rules/laws? What are some current examples in the news?
6. **Present and discuss** the following definition of conflict: Conflict happens when two or more people disagree. It is not good or bad. It is a fact of life.
7. **Let students know** that they will be learning about how to deal with conflict in ways that make it possible for both people (or everyone) to "win."

Materials Needed: None.

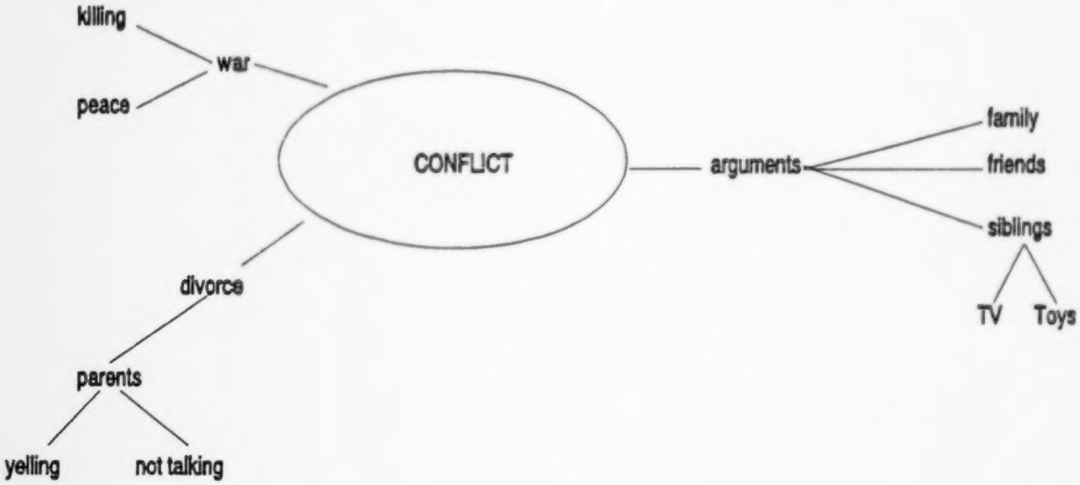
Examining the Concept of Conflict

Purpose: To create a context for learning about conflict resolution by examining common conflicts.

Teacher Role/Session Sequence:

1. **Review with students** the definition of conflict: Conflict happens when two or more people disagree. It is not good or bad. It is a fact of life.

2. **Write the word "conflict"** on the board and draw a circle around it. Ask students what comes to mind when they see the word conflict. Record the associations using the webbing technique.



4. When complete, **have students group** the ideas into categories of conflict and label the groups. These may include family, school, international, violent, non-violent, etc.

5. **Discuss the concept** of conflict. Which category is largest? Smallest? Most important to the students? How do they feel about conflict?

6. **Point out** that conflict may be resolved in positive, productive ways or in negative, destructive ways. Have them think of examples of each. Be prepared with some examples from your own specific setting. (For example, disputes between groups may end up in strikes and people not working. This may be destructive to people because they cannot earn their living. Talking over situations and negotiating is a more constructive way to deal with conflict.)

7. **Have students discuss** some useful things that may come about as a result of conflict which has been handled constructively. For example, it may:

   - help people look at a problem in new and creative ways
   - help build or improve relationships
   - help build or improve problem solving and critical thinking skills
   - help build or improve communication

8. **Have students give** some examples of local, state, national and/or international conflicts that have been resolved both positively and negatively. Also, ask them to bring in articles from newspapers and magazines showing positive outcomes from conflict. Have these shared at a future session.

Materials Needed: None, but you may wish to have magazines and newspapers on hand.

Observing Conflict

Purpose: To help students understand conflict by looking at the dynamics that occur in real life conflicts.

Teacher Role/Session Sequence:

1. **Have students list** several examples of past conflicts they're aware of (have read about or heard about) at the city, state, national and/or international levels.

2. For each of two or three of the examples, **have students try to recall** the following:

   WHO was involved?

   WHERE did it happen?

   WHAT was said or done (actions, words)?

   HOW did the conflict end? (What happened and was it constructive or destructive?)

3. For each example, **ask students to suggest** other ways the conflicts could have been resolved — OR — have students role play alternative solutions.

4. **Give students** Student Activity Sheet CR8-3 (Observing Conflict). Ask them to complete it for the next session (or some future session you designate).

5. At the future session, **have students share** some of the conflicts they observed. Have the group suggest other ways these conflicts could have been resolved — OR — have students role play different possible solutions.

6. **Discuss** the conflicts they observed in terms of the following:

   o What caused the conflict to get worse?

   o What helped people end the conflict?

   o What feelings did people express?

7. **Have students discuss** what they learned about: (a) conflict in general, and (b) how they feel about observing conflict with others.

Materials Needed: Student Activity Sheet CR8-3 (Observing Conflict).

Note: This activity may take more than one session.

CONFLICT RESOLUTION - Student Activity Name:______________________

Observing Conflict

Notice conflicts you see between people. Record what happens in at least 3 of them. Try to be as accurate as you can. Report only what you see and hear and/or what you've seen and heard reported (newspapers, magazines, TV, etc.).

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO is involved?			
WHERE? (classroom, playground, home, etc.)			
WHAT is being done or said? (actions, words)			
HOW does the conflict end? (What happened and was it constructive or destructive?)			

Handling Conflict — An Exercise

Purpose: To provide students with an opportunity to deal with conflict and to discover how they personally deal with it.

Materials Needed:

1. **Let students know** that they will be doing an exercise in which they may be dealing with conflict.

2. **Go over instructions** for the Divide the Money exercise with students. The instructions for the exercise are:

   a. **Divide the class** into groups of three. Each person puts twenty-five cents (a total of seventy-five cents) into the center. (You may use chips or other tokens to represent the money if you wish.)

   b. **Have each triad decide** how it is going to divide the money between two of the members of the group. Only two can get the money. The majority rules. A clear decision must be reached and the group cannot:

      o use "chance" techniques such as drawing straws or flipping coins

      o make side agreements; e.g., agree to buy something for the left-out person

   c. **Have students try** to get as much money for themselves as they can. They can:

      o try to convince the others that they should get it all

      o tell them they're smarter, broke, will use it better, are more deserving, or whatever they think might convince the others

      o offer a better deal if the other two agree to split the money

   d. **The majority rules.** Once a firm agreement is made to split the money a certain way, the decision is made (though the third person can try to offer a better deal).

3. Once the decision has been made, **have students answer** the following questions: (They may do this in their triads and then share highlights with the larger group, do it in writing and then share with the small or the large group, or deal with them whatever way works best for your particular group.)

   a. What were your feelings during the decision making?

   b. How did you act during the decision making?

      o In what ways did you handle the situation?

      o Did you give up?

      o Did you try to persuade others to your point of view?

      o Did you try to take the money by force?

   c. How would you describe your conflict strategies? Did you avoid or deny the conflict, confront the others, or approach it as a problem to be solved?

   d. How would you describe others' strategies?

   e. What worked and didn't work in the situation?

4. **Ask students to generate** a list of common ways people deal with conflict (e.g., pretend it doesn't exist, whine and complain until they get their own way, avoid the person, compromise, change the subject, try to change the other person's mind, try to see the other person's point of view, etc.)

5. **Draw the distinction** among strategies that deny (denies a problem exists), confront (confronts a person directly), and deal with the issue as a problem to be solved. Looking at the list they generated in step number 4. Which are denial, confrontational, and problem-solving?

6. **Conduct a general discussion** on what works and what doesn't work about each of the approaches.

Materials Needed: None.

Note: This activity may take more than one session.

Our Thinking and Conflict

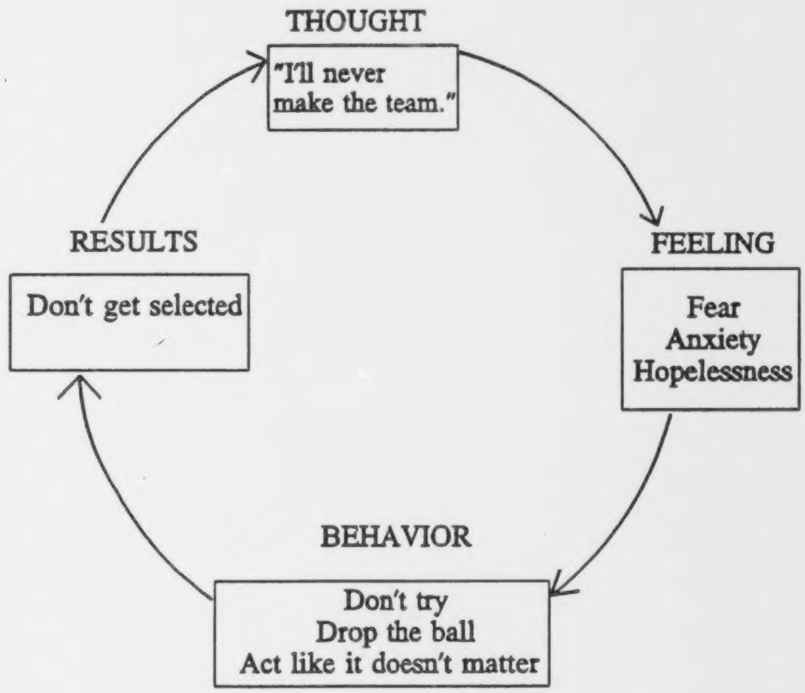
Purpose: To understand how our thinking contributes to conflict.

Teacher Role/Session Sequence:

1. **Tell students** that they are going to learn about a key to negative behavior and conflict.

2. **Ask students** to think of something that they do naturally all the time (e.g., thinking and breathing). Ask them to be very quiet for 30 seconds and listen to the little voice in their head. Suggest that the "little voice" is like our thinking on a loudspeaker.

3. **Tell students that** our thinking underlies all of our feelings and behavior. Go through the following "thought cycle" to demonstrate this point. Interact with students about the elements of the cycle as you go through it.


THOUGHT
"I'll never make the team."
FEELING
Fear
Anxiety
Hopelessness
BEHAVIOR
Don't try
Drop the ball
Act like it doesn't matter
RESULTS
Don't get selected

(For each potential feeling suggested, have students identify the specific behavior that might arise. For example, for fear, it might be freeze up and forget the answers or get careless, etc. For anger it might be to stomp out of the room or not to do the work, etc. Emphasize that our feelings and behaviors are reactions to our thoughts, not to the outside event or stimulus. To make this point, ask how many students would be happy if you announced all eighth graders would be moved to a different school. Ask how many would be unhappy. Why? Suggest that they're reacting to their thoughts about the move and that everyone has different thoughts about it.

When we can change our thinking we can change our feelings and behavior. Also point out the self-fulfilling nature of our thoughts. Thus, "I'll never make the team" leads to feelings such as anxiety, reaction such as dropping a ball, and a result such as not being selected. This reinforces and confirms the initial thought.)

4. **Do another example** or two with the group. Use thoughts such as "This school's a drag" or "That teacher doesn't care about me" or similar thoughts that students suggest.

5. **Hand out** Student Activity Sheet CR8-5 (The Thought Cycle) and have them fill it out (or have them work in small groups and "fill it out" orally). Have them identify a thought that they, or someone, might have about someone or something in life. Have a few students share their thought cycles with the entire group.

6. **Ask students how they** see thoughts relating to conflict (it's their thought about a situation that gives rise to feelings of anger or upset that lead to conflict-promoting behaviors and results).

7. **Go through** a thought cycle, with the group, that exemplifies a recent conflict that's been in the news. Work with students to determine what the thinking and feelings might have been that led to the conflict.

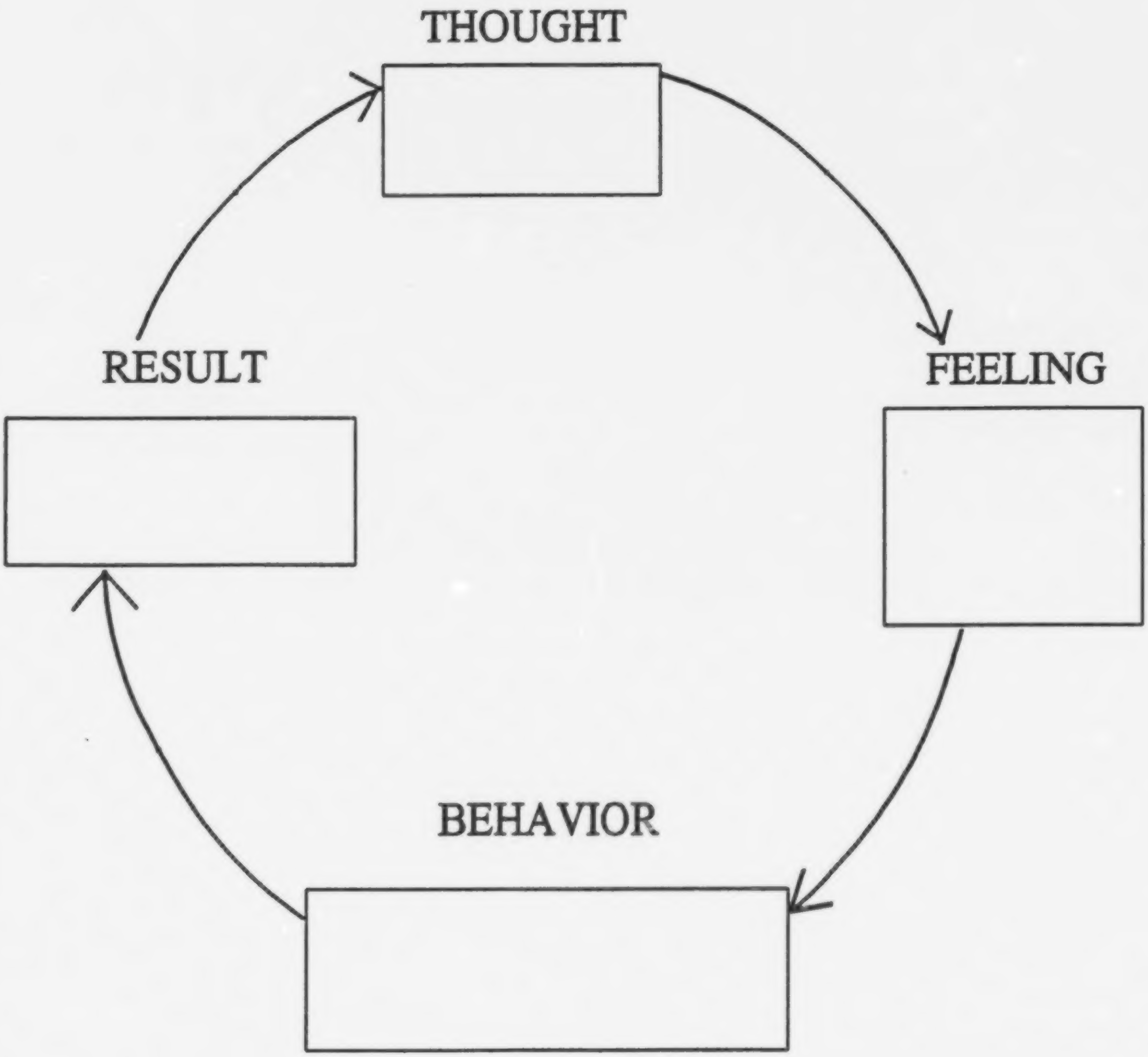
8. **Have students discuss** what different thoughts they might have in the above situations that would lead to different results — that might avoid conflict.

Materials Needed: Student Activity Sheet CR8-5 (The Thought Cycle).

CONFLICT RESOLUTION — Student Activity NAME: ______________________

The Thought Cycle

Instructions: Pick out a thought that you have or someone you know has that is troublesome. (You may start by finding an upsetting situation and then identifying the thought that you have at that time.) Then identify the feelings that comes from that thought, then the behaviors that are related to those feelings, and the results that arise from the behaviors.



Separate Realities and Conflict

Purpose: To understand the concept of separate realities and its relationship to conflict.

Teacher Role/Session Sequence:

1. **Ask students** what thoughts they might have about the people described below:
   - o someone who always does the right thing and lets everyone know about it
   - o someone who won't go anywhere without his or her boy or girlfriend
   - o someone who won't do something just because almost everyone else is doing it

2. Note that different people have different thoughts about the same thing. **Remind them** about their different reactions to 8th graders being moved to a different school (during the session on thinking [CR8-5]).

3. **Ask students** if they know anyone who sees things *exactly* the way they do. Point out that we see people and events differently, depending on our beliefs, backgrounds, values, past experiences, etc. We all, therefore, have SEPARATE REALITIES. No one's is right or wrong; each person's is just different.

4. **Point out** that we all behave and do things based on our separate realities. If we could stand in other people's shoes and see the world exactly as they do, we would understand what they're doing and why. Just as what we do makes sense to us, what others do (even our parents and teachers) makes sense to them. We all do the best we can, given how things look or seem to us. Thus, other people's behavior doesn't really have anything to do with us; they have thoughts, feelings, and behaviors that are based on how they "see" things, which is influenced by their background and beliefs. While we might not like what they're doing, we don't have to take it personally.

5. **Have students suggest** some examples of separate realities between people in the world; for example, the meaning of freedom in the United States vs. the USSR.

6. **Discuss with students** when separate realities become a problem (when we think our reality is right and the other person's is wrong, this results in conflict).

7. **Discuss how** understanding the idea of separate realities can help reduce conflict (understanding that no one's reality is wrong and we might see things as the other person does if we were in his/her shoes, etc. which might lead to thoughts and feelings of understanding rather than thoughts and feelings that lead to conflict).

8. **Ask students** to notice examples of separate realities in the news and to be prepared to share them with the group.

Materials Needed: None.

Escalating and De-escalating Conflict

Purpose: To understand the concepts of escalation and de-escalation and see how conflict becomes escalated and de-escalated.

Teacher Role/Session Sequence:

1. **Discuss the terms** "escalate" and "de-escalate" as they relate to conflict. Have them define the terms to suggest the following:

   Escalate: to intensify or increase a conflict; to make it get stronger; one person's actions result in another wanting to get back at the first one, which keeps the conflict going and intensifies it.

   De-escalate: to reduce a conflict; to engage in actions which cause the conflict to get weaker, postpone dealing with it for the moment, or end it.

2. **Have students think** of a recent conflict situation — in the world or in their personal life (without naming names) in which the conflict kept getting worse and worse. What happened? That is, what happened that "fanned the fires" of the conflict and had it escalate? You may wish to use a current example from news in the world.

3. **Have students discuss** the kinds of actions that usually result in escalating conflict (e.g., put-downs, name calling, accusations, dirty looks, hitting, lying, taking sides, etc.). What are the pay-offs (pros) of such actions and behaviors? That is, what do people get out of doing these things (e.g., win, be right, be looked up to, etc.)?

4. **Have students discuss** the kinds of actions that usually result in de-escalating conflicts (listening, cooling off, walking away, negotiations, mediation, getting help, monitoring thoughts, understanding separate realities, making needs known, etc.). What are the pay-offs of engaging in these actions and behaviors? What would people gain by engaging in these behaviors instead (e.g., better relationships, less stress, everyone "winning," etc.)?

5. In pairs or small groups, **have students consider** the incident in Student Supplement CR8-7 (De-escalating Conflict) and how they could de-escalate the conflict — OR — choose a real life, world or personal example and have the groups come up with ways to de-escalate this (or these) conflict(s).

6. Bring the group back together and **have students discuss** their suggestions as well as what they learned with the whole group.

7. **Suggest that students watch** for examples of conflicts being escalated and de-escalated in life. Have them report back their observations or bring in articles from newspapers and magazines that provide such examples.

Materials Needed: Student Supplement CR8-7 (De-escalating Conflict).

Note: You may wish to spend more than one session on this topic.

De-escalating Conflict

Read the following scene. What actions caused the conflict to escalate? What could have been done to de-escalate this conflict?

Blood is Thicker than Water

Two friends, Bill and Jason, are talking. Bill says that he heard from Eric, a mutual friend, that Jason's brother has been acting really stuck up lately.

Jason gives Bill a dirty look.

Bill glares back at Jason.

Jason says, "That's my brother you're talking about. Who do you think you are, calling him stuck up?"

Bill says, "You'd better not mouth off to me, buddy!"

Jason says, "Eric is such a jerk. If you believe what he says, it just shows you how stupid you are."

Bill clenches his fist and moves toward Jason.

Jason pushes Bill down and he falls to the ground.

Listening and Conflict

Purpose: To learn about aspects of listening and the relationship of listening to conflict.

Teacher Role/Session Sequence:

1. **Tell students** you're going to talk about listening and see how it relates to conflict.

2. **Let students know** that they're going to look at listening during this session, specifically, what to listen for in our communications with one another.

3. **Ask the following** of someone: "Would you please come and see me after school?" (say it pleasantly and with interest in your voice).

4. **Then ask someone else:** "Would you please come and see me after school?" This time say it sternly, loudly, and with some anger.

5. **Ask students** what the difference was between the two communications (e.g., one was nice and one was mean, etc.). Ask them to identify the two different parts of any message that's communicated: (1) information or the message; and (2) feelings.

6. **Let students know** that people make sense out of what they hear by listening carefully and paying attention to both the message and the feelings that are communicated. Ask them why it would be important to pay attention to both. What might happen if they don't? What does all this have to do with conflict?

7. **Have students pair up** and practice identifying the feelings communicated when their partner says the sentences in Student Supplement CR8-8 (What Did I Say? How Do I Feel?). Have one partner do the first set of sentences and the other partner do the second.

8. **Let students know** that when doing conflict resolution, something called "active listening" is used. With active listening, attitude is really important. That is,

   a) listen out of genuine interest.
   b) don't assume you already know what the speaker is going to say.
   c) concentrate on what the speaker is saying.
   d) check with the speaker to be sure that what you heard is what the speaker said and meant.

9. **Point out** that when active listening, do the following:

   a) Put yourself in the other person's place.
   b) Show understanding by nodding, eye contact, etc.
   c) Encourage the speaker to say more ("Could you say more about that?").
   d) Restate, reflect, or summarize the main facts and feelings of the speaker. ("If I understand, you're saying __________ and you're feeling ____________.").
   e) Do not interrupt or give advice.

10. **Give some examples** of active listening. Let students give some as well.

11. **Suggest that students** pay attention to how well they listen and also to others' listening. Have them try active listening and report back the results.

Materials Needed: Student Supplement CR8-8 (What Did I Say? How Do I Feel?).

What Did I Say? How Do I Feel?

Say the following sentences as if you are feeling the feelings described at the beginning of the statement. Have your partner state (1) the information or message you're delivering; and (2) what feeling is being communicated in your message.

Set A

1. (angry) Leave me alone!
2. (worried) Where were you? I've been looking all over for you.
3. (jealous) What were you doing with Tommy?
4. (embarrassed) I can't come to the party. I'm not allowed to stay out that late.
5. (afraid) I'm going to turn on all the lights in the whole house.
6. (excited) Today's my birthday and I'm having a party with all my best friends!

Set B

1. (frustrated) Don't touch my books again. I just got them in order.
2. (happy) I'm going to Disney World this summer for a whole week.
3. (disappointed) I missed the field trip because I was sick.
4. (bored) I didn't learn anything at school today. We never do anything.
5. (sad) My new puppy ran away and I can't ever have another pet.
6. (nervous, anxious) I know I'll never pass the test. I can't remember a thing.

Communicating to Reduce Conflict

Purpose: To learn the difference between "I" and "you" messages and how to use them so conflict is reduced or avoided.

Teacher Role/Session Sequence:

1. **Ask students** if they know the difference between "I" messages and "you" messages. If they don't know what you mean, give them an example:

   "You make me so mad when you don't show up on time."

   versus

   "I feel angry when you're late because I don't like waiting."

2. **Underscore** the following points about "I" and "you" messages:

   a) "you" messages raise the level of conflict.

   b) "you" messages usually blame, accuse, threaten, try to make the other person feel guilty, put down the other, etc.

   c) "you" messages usually put the other person on the defensive.

   d) "I" messages have the speaker express his/her feelings and needs.

   e) "I" messages give the listener the choice of doing something or not.

   f) "I" messages usually result in more positive outcomes.

3. **Go over** the "I" message formula with students:

   o "I feel (state specific feeling)..."

   o "When you (state specific behavior)...."

   o "Because (state the impact or consequence)."

   Example: "I feel frustrated when you don't listen because what I'm saying is important and I want you to hear it."

Emphasize that this is just a guideline and that how you construct the sentence will depend on the situation. Sometimes it will have all three parts and sometimes only two. The important thing is that it focuses on you and not on the other person. It states how you feel and does not blame or accuse the other person.

4. **Have students work together** in small groups to construct "I" statements for the situations in Student Supplement CR8-9 and/or for some "real life" situations. They may wish to create some comparative "skits" showing the difference between "I" and "you" messages in a given situation.

Materials Needed: Student Supplement CR8-9 ("I" Messages).

"I" Messages

Create "I" messages for the following situations:

1. You lend you new skateboard to a friend. When s/he returns it, one of the wheels is broken.
2. You are standing in line at the movie theater. Two students come along and push in front of you.
3. You wash and iron your shirt for the party. Your friend is fooling around and spills punch on your shirt.
4. Your mom has asked you to clean up the kitchen after you and your brother eat dinner. Your brother knocks over a box of eggs and they break and splatter all over the floor.
5. Your friend keeps trying to talk to you during the test. You finally ask him/her to be quiet. The teacher sees you talking and you get into trouble.
6. You hurry to get to the basketball game on time and don't have time for dessert. Everyone else arrives late and you have to wait, by yourself, for fifteen minutes.

Conflict Management

Purpose: To explore different strategies for managing conflict.

Teacher Role/Session Sequence:

1. **Ask students** to think of some positive ways they can suggest for dealing with conflict (e.g., compromise, "forget it," humor, brainstorming, "blowing off steam" before dealing with the person or problem, etc.).

2. **Introduce** the following conflict management strategies to students and have them discuss the pros and cons of each.

   a) Ventilation — releasing emotion in a positive way such as running around the block, going outside to yell, punching a pillow, etc.

   b) Active listening — checking out and reflecting (this shows you understand) the other person's message and feelings.

   c) Apologizing — saying you're sorry when you've made a mistake or saying you're sorry about something (without saying you're wrong).

   d) Postponement — waiting until you've cooled down or until a better time to deal with the problem.

   e) Humor — laughing at yourself or the situation to reduce tension.

   f) Compromise — giving up something to resolve the problem so that everyone wins.

   g) I—messages — explaining what happened; separating the deed from the doer.

   h) Letting it go — forgetting about the issue, at least for the time being.

   i) Brainstorming — thinking of lots of different options for solving the problem.

   j) Reduction — breaking the problem into parts and dealing with one part at a time.

   k) Writing — working through feelings and clarifying thoughts by writing things down; writing "I want . . . ," "I feel . . . ," "I need . . ."

   l) Role playing — clarifying an issue and trying out possible solutions.

m) Fact finding — going over all the important facts and feelings in the conflict.

3. **Have students** role play conflicts they suggest or the conflict situations in Student Supplement CR8-10 (Conflict Situations), using some of the different strategies, so that they begin to develop a repertoire of conflict management strategies.

Materials Needed: Student Supplement CR8-10 (Conflict Situations). You may also wish to prepare a chart or handouts listing the conflict management strategies.

Note: This activity may take more than one session.

Conflict Situations

1. On the way to school, Angela is stopped by an older girl who tries to take her lunch money.

2. Wendy is at the store looking through the magazines. She's looking for an article someone told her about. She wants to buy the magazine that has the article in it. The owner of the store thinks Wendy is reading without paying or that she is getting ready to steal the magazine. He accuses her loudly in front of everyone.

3. Jeremy is at home one evening reading a book. His little brother comes into the room and wants the book.

Conflict Management Process

Purpose: To introduce and work with a conflict management process.

Teacher Role/Session Sequence:

1. **Introduce and go over** the following six steps of the conflict management process:

Step 1 — Identify and Define the Conflict

- Decide if you really want to solve the conflict.
- Define the problem without blaming or judging.
- Think in terms of "I want . . . I need . . . I feel . . ."

Step 2 — Brainstorm Solutions

- Think of 10-12 creative solutions to the problem/conflict.
- Write down all ideas — don't censor or evaluate them.
- Don't judge the other person's ideas.

Step 3 — Evaluate the Solutions

- Look at the consequences of each potential solution.
- List pros and cons or put "+" or "-" by each.
- Work together to find a solution acceptable to both.

Step 4 — Choose a Solution

- Consider compromising.
- Try to choose a "win-win" solution.
- Find a solution that both can agree to.

Step 5 — Implement the Solution

- Decide who will do what, when will they do it, and for how long?
- Agree upon consequences if the agreement is broken.
- Write out the agreement and sign it.

Step 6 — Follow-up Evaluation

- Ask "Are things better, worse, or the same?"
- If they are better, keep doing what's being done.
- If they are worse or the same, go back to Step 3 and choose another solution.

2. **Have the group apply** the process to a conflict suggested by students or to the situation in Student Supplement CR8-11 (Conflict Management Situations). You may wish to prepare a chart or handout listing the steps of the conflict management process.

3. **Have students work** in small groups applying the process to a real or made up conflict.

Materials Needed: Student Supplement CR8-11 (Conflict Management Situations).

Note: This activity may take more than one session.

Conflict Management Situations

Sarah Smith lives next door to Bob Johnson. Bob is retired and spends a lot of time fixing up his house and yard. Bob had grown an 8-foot hedge between his house and Sarah's driveway. She asked him to trim it down because it blocked her view of the street when she backed out of her driveway. Bob didn't do anything about the hedge. After 6 weeks, Sarah trimmed it down herself because she believed it was dangerous. Bob got very angry and wants Sarah to replace the hedge. It would cost $300.00 to replace the hedge.

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Negotiation

Purpose: To learn about the procedure of negotiation and provide practice in using the negotiating process.

Teachers Role/Session Sequence:

1. **Tell students** that one way to deal with and solve conflicts is through "negotiation." Ask if any students have heard of negotiation and know of any real life examples? Tell students that negotiation occurs when two people who disagree or have a conflict talk out their problem and together settle or solve the problem or conflict. They do this by describing their side of the problem, telling how they feel about the problem, suggesting possible solutions, and deciding on a solution that works for both of them.

2. **Read** Student Supplement CR8-12A (Bo Dog's Story) and have students discuss the following:

   a) What is the problem?
      - How would Mrs. Brown describe the problem?
      - How would Mr. Olson describe the problem?
      - How would Bo Dog describe the problem?
      - What does each party want and need?

   b) What feelings do people have about the problem?
      - How do you think Mrs. Brown feels about Bo Dog and his owner, Mr. Olson?
      - How do you think Mr. Olson feels about Mrs. Brown?
      - How do you think Bo Dog feels about the problem?

   c) What are the possible solutions to the problem?
      - What might Mrs. Brown suggest?
      - What might Mr. Olson suggest?
      - What might Bo Dog suggest?

   d) What is the best solution for everyone?
      (Have students develop a solution that takes everyone's interests into account.)

3. **Give students** an opportunity to apply what they've discussed in a role play situation between Mrs. Brown and Mr. Olson. You may wish to have two students role play for the entire group, have several role plays go on in small groups, or have students pair up and all pairs role play Mrs. Brown and Mr. Olson. Discuss the results and have students share solutions and insights.

4. **Introduce and discuss** the following steps of a negotiation process developed for students:

Step 1 -- Deciding to Solve the Problem

- o Both parties agree to solve the problem.
- o Both agree to ground rules (no put downs, no interrupting, tell the truth, etc.).

Step 2 -- Telling Your Story

- o Use "I" messages.
- o Be specific about what happened.
- o State how you feel.

Step 3 -- Uncovering Needs

- o State your needs.
- o Find out the other person's needs.

Step 4 -- Searching for a Win-Win Solution

- o Brainstorm possible solutions.
- o Look for a solution that works for both of you.
- o Negotiate a fair compromise if no win-win solution is possible.
- o Thank the other person for talking it out.

5. **Provide students** with opportunities to apply the negotiation process to conflict situations such as those provided in Student Supplement CR8-12B (Negotiation Situations) or to real situations that the students present.

Materials Needed: Student Supplement CR8-12A (Bo Dog's Story) and Student Supplement CR8-12B (Negotiation Situations).

Note: This activity may take more than one session.

Bo Dog's Story

Mr. Olson has a pet black lab dog named Bo Dog. He loves his dog and takes very good care of him. He feeds him the best dog food, makes sure he gets proper exercise, plays with him regularly, and gives him lots of love. Bo Dog is a very happy dog. And, even though he's fully grown, he still acts like a frisky puppy. He likes to play, jump up on people, dig holes, chase squirrels, play with the frisbee, and chew bones, sticks and just about anything he can get his teeth into.

Mr. Olson lives next door to a lady named Mrs. Brown. She doesn't have a dog or any pet. What she does have and love is her beautiful flower garden. She works in her garden every day and takes really good care of her flowers. She feeds them, pulls the weeds, and keeps the garden looking beautiful. She has some special flowers, some pink roses, that she won a prize for. She bought these special rose bushes several years ago and has taken extra good care of them so that they have produced prize-winning blossoms.

Mr. Olson keeps Bo Dog on the back porch at night. Bo Dog doesn't like to sleep on the porch so he barks a lot at night and early in the morning. Mr. Olson isn't bothered by the barking because he wears ear plugs. But the barking does bother Mrs. Brown. She has a hard time sleeping at night and in the morning because of the barking. She has asked Mr. Olson to keep Bo Dog quiet. Mr. Olson says that Bo Dog can bark all he wants because he's on Mr. Olson's property. Mr. Olson suggests to Mrs. Brown that she buy some ear plugs like he did.

One day, Mr. Olson puts Bo Dog out into the backyard to play. He ties Bo Dog to a pole by tying a rope around his collar and then around the pole. Bo Dog does not like being tied up. He chews the rope and, before long chews it apart with his sharp teeth. Bo Dog can chew through almost anything with those teeth!

Once Bo Dog has chewed himself free, he is very happy. He is so happy that he bounces right over to Mrs. Brown's garden where he starts digging. Before long, Bo Dog has dug a hole right in the middle of Mrs. Brown's special roses and damaged some of her prized bushes.

Mrs. Brown looks out the window and sees what Bo Dog is doing. She gets very angry at Bo Dog for hurting her special flowers. She picks up a mop to chase Bo Dog with and runs out into her garden. Bo Dog doesn't notice Mrs. Smith until she is practically on top of him. He is surprised and scared and bites Mrs. Brown on the leg.

Bo Dog turns to run away. As he does, Mrs. Brown picks up a rock and throws it at Bo Dog. Just as she throws the rock, Mr. Olson comes out his back door to bring in Bo Dog. The rock misses Bo Dog and hits Mr. Olson on the head.

Negotiation Situations

Scott is 14 years old. He wants to leave home because he says his mom is impossible. He says she gives him orders all the time and tells him when he has to be home and asks him all kinds of questions about his friends. He says she yells at him a lot. He doesn't want to have to listen to this and wants to leave and start living his own life. His mom says she is concerned about him. She is worried about him getting into trouble with drinking and drugs. She is afraid that he might be influenced by the wrong people. She says it's really hard to handle Scott on her own. She knows he wants more freedom but has a really hard time when he shouts and talks back to her. She doesn't want him to leave home.

Mediation

Purpose: To introduce the mediation process and provide practice with it.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever heard of mediation. Let them know that mediation occurs when a third person, called a mediator, helps people having a conflict reach a solution to their problem.

2. **Ask students** if they can think of kinds of situations that might call for mediation rather than negotiation — that is, what kinds of situations might necessitate a third party — and/or some examples from life that they know of (e.g., potential strike situations, a divorce settlement/custody dispute, when people cannot satisfactorily negotiate, etc.).

3. **Have students discuss** the qualities they think a mediator should have in order to do the job of helping disputants (the name given to the people with the conflict) come to a solution. Let them know that a mediator doesn't give solutions but helps people in conflict find their own solutions. Emphasize the meaning and importance of the following characteristics of a good mediator: non-judgmental, neutral, impartial, doesn't offer solutions, doesn't make decisions for the disputants, etc.

4. **Give students** the following general information about mediation.

   - In mediation, the mediator asks each disputant to define the problem as he or she sees it and to express any feelings he or she has about it. The mediator restates both parties' views and asks questions for clarification if necessary.

   - The mediator does not solve the problem. The mediator asks both disputants for proposed solutions. The two parties make their own agreement.

   - If there is an agreement, the mediator restates it to be sure both disputants approve of the solution. If no agreement is reached, the mediator may speak to each disputant separately, asking each how he or she is willing to solve the problem. Then they come together and offer their solutions.

   - Mediators must remain neutral and avoid making judgments about what is being said about possible solutions. The mediator must listen carefully and try to identify areas of agreement or areas of possible agreement.

Mediation

Paul (Party A) owns a car. He took it to a gas station for the state auto inspection. He told the manager of the gas station to inspect the car and to make any repairs that might be needed as long as they cost under $100. Paul told the manager to call him for approval if the repairs were going to cost more than $100. When Paul came to pick up his car, the manager gave him a bill for $137. Paul refused to pay the $137 saying that he okayed only $100 in repairs.

The gas station manager (Party B) says that his mechanic inspected the car and told him it needed three things repaired in order to pass the inspection. The total for the repairs was $137. None of the three repairs came to more than $100. The manager called Paul at his office but was told that Paul was out and would not be back until the end of the day. The manager knew this was the last day for Paul to get his car inspected or he'd get a fine. The manager decided it was better to go ahead and make the repairs so the car could pass the inspection. The manager insists that Paul pay the $137 or he will sue him.

The mediator must help A and B define the problem and reach a satisfactory solution.

5. **Introduce** the following Mediation Process for students and discuss each step.

Step 1 — Getting Commitment to Mediate

The mediator asks the disputants to agree to:

- o Try to solve the problem.
- o No put downs.
- o No interrupting.
- o Tell the truth.

Step 2 — Each Side Tells What Happened

The mediator:

- o Listens for feelings and facts from each disputant.
- o Listens for what each side needs to solve the problem.
- o States the problem in neutral terms.

Step 3 — Clarifying Needs

The mediator does:

- o Active listening.
- o State what each side needs to solve the problem.
- o Not take sides.

Step 4 — Reaching for Agreement

The mediator has disputants:

- o Brainstorm options.
- o Evaluate options to see which ones work for both parties.
- o Set future meetings if necessary.

6. **Coach students** through a role play with the mediation process using one of the situations in Student Supplement CR8-13 (Mediation Situations) or one that the students suggest.

7. **Give students** other opportunities to apply the mediation process to real life situations.

Materials Needed: Student Supplement CR8-13 (Mediation Situations).

Note: This activity may take more than one session.

STRESS MANAGEMENT — Teacher Guide

My Worries and Stresses SM6-1
Student Activity - My Worries and Stresses

Identifying Positive and Negative Feelings SM6-2

What Causes Stress? SM6-3

Are We What We Eat? SM6-4

Golden Rules of Good Health SM6-5

What Do You Think? SM6-6
Student Supplement - The Stories of Samantha and Ryan

Time Out to Relax SM6-7
Student Supplement - I Am Jello

What — Me Worry? SM7-1
Student Activity - My Worries and Stresses

How Do I Know I'm Stressed Out? SM7-2

What Pressures Make Me Feel Bad? SM7-3

What Makes Me Angry? SM7-4
Student Activity - What Makes Me Angry?

Mistaken Beliefs and Stress SM7-5

What Did I Say? SM7-6

What's My Ideal? SM7-7

Let's Relax! SM7-8
Student Supplement - Slow, Deep Breathing

Feeling Stressed Out? SM8-1
Student Activity - What's Stressing Me Out?

What is Stress? SM8-2

Controlling My Negative Feelings SM8-3
Student Activity - Things That Make Me Angry

Can This Be True? SM8-4
    Student Supplement - Can This Be True? (Scripts A & B)

How Do Adults See Teenagers? SM8-5

It's My Song SM8-6

Time Out to Relax SM8-7

Handling Stressful Situations with Others SM8-8

Knowing How To Relax SM8-9
    Student Supplement - Steps for Stretch Away Relaxation Strategy

STRESS MANAGEMENT — **Student Activity** NAME: ____________________

My Worries and Stresses

Directions: A list of life events that are stressful to young people your age are listed below. The items are ordered from most to least stressful, and a stress score is given for each item. Look through the list and circle the number (in the right hand column) for those items that you have experienced during this school year. After you have circled all those items that you have experienced or are experiencing, total the points for those items.

Rank	Life Event Stress Score	Stress Score
1	One of your parents died	100
2	You had a bad physical injury	92
3	Your parents got divorced	81
4	You got involved with drugs or alcohol	77
5	Your parent went to jail for a year or more	75
6	Your parents separated	69
7	Your brother or sister died	68
8	Your friends stopped liking you	67
9	You found out you were adopted	64
10	Your parent remarried and you now have a step-parent	63
11	A close friend died	63
12	You were so sick you had to be in the hospital	58
13	You had to repeat a grade in school	56
14	You started going to a different school	56
15	Your parent had to be in the hospital	55
16	Your parent went to jail for 30 days or less	53
17	You were suspended from school	50
18	A new sister or brother was born	50
19	You've been arguing more with your parents	47
20	Your parents have been having more arguments with each other	46
21	Your parent lost his/her job	46
22	You experienced real success in some area of your life	46
23	Your parents are having problems with money	45
24	Your brother or sister had to be in the hospital	41
25	Your brother or sister moved away from home	37
26	Your grandparent died	36
27	Another adult is now living with your family	34
28	Your mom has started working	26

My TOTAL: __________

A score of 150 or below indicates an about average stress level. A score between 150 and 300 means that you definitely need to learn some coping strategies.

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My Worries and Stresses

Purpose: To help students identify specific stresses and pressures they have or are experiencing in their lives.

Teacher Role/Session Sequence:

1. **Explain** that everyone has stresses and pressures in their lives. Especially during the pre-teen and teenage years, students can expect to experience special pressures that go along with growing up, becoming more independent, making more of their own choices, and adjusting to changes in their bodies and feelings. In addition to these kinds of stresses and pressures, everyone has other kinds of life events that can worry them and increase their stress.

2. **Ask students** if anyone can define stress. Is stress the same as worry and pressure? How is it the same or different? (Answers might include: being worried makes you feel stressed, feeling pressures from others also contributes to feeling stressed, etc.)

3. **Encourage students** to consider the idea that stress is their reaction to the things that are happening to them and that different people react differently to the same kinds of worries and pressures. **Ask students** why they think this might be true (people differ in their beliefs about themselves, skills they have for coping with stress, support they get from other people, etc.).

4. **Explain** that today students will be working on an activity that will help them identify things that have happened or are happening in their lives that can cause them to feel stressed, worried, or pressured. The importance of this activity is to help them understand the kinds of stresses they have. (Let them know that they will develop some skills and strategies to deal with these stresses and others in their lives later, if you plan to teach such skills and strategies).

5. **Hand out** Student Activity SM6-1 (My Worries and Stresses). Point out that students will be working on this activity individually and that their responses are private. No one will collect this activity sheet; students may keep for future reference.

6. **Monitor students** as they work individually on the activity. Provide assistance and answer questions as necessary.

7. **Have students** discuss their reactions to the activity, any insights, and anything else they'd like to share.

Materials Needed: Student Activity SM6-1 (My Worries and Stresses).

Identifying Positive and Negative Feelings

Purpose: To help students get in touch with specific positive and negative feelings they have about events in their lives as a way to help them identify what kinds of things cause negative pressures for them. To help students explore ways to cope with negative feelings about situations they're likely to encounter.

Teacher Role/Session Sequence:

1. **Give students an example** of a *negative feeling* (e.g., sad, angry). **Ask students** to identify (for themselves) other negative feelings.

2. **Give students an example** of a *positive feeling* (e.g., happy, loving). **Ask students** to think (to themselves) about other words to describe positive feelings.

3. **Explain** that today students will be working in two teams to come up with lists of positive and negative feelings they have had in situations with others or because of something that has happened to them.

4. **Divide students** into two teams in whatever way works best for you and your class. Tell each team that they are free to use a dictionary or thesaurus to find words for positive and negative feelings. Give the teams a certain amount of time to finish their lists.

5. **When time** is up ask a student from each team to come up to the board and write the list generated by his or her group. Let the class as a whole decide whether each word is a "valid" word or not. Count up the final lists and decide which team "won." (You may wish to give prizes to the teams).

6. **Next have students** think about some specific negative feelings they have had recently. Start them out with some examples such as the following: feeling embarrassed, feeling shy or unsure, feeling angry. (Add any new negative feelings to the list on the board.) Other examples might include feeling lonely, self-conscious, troubled, hurt, ignored, humiliated, helpless, guilty, frustrated, confused, nervous, sad, rejected, disappointed, disgusted, mean, or scared.

7. **Give students some examples** of situations in which they might have these feelings. You might list them on the board in this way:

Feeling	Situation	Why I felt this way
Angry	I wanted to stay out until 10:30 with my friends but my parents said I was too young	My friends would think I was a baby
Sad	I only see my dad in the summer	My parents are divorced

8. **Divide students** into small groups of three or four in whatever way works best for your group. **Ask students** in each group to generate some other examples of situations that match the feelings already listed on the board. Have them also generate why these situations make them feel bad (e.g., because of things they or someone else did or said).

9. **Ask students** in each group also to think of ways to cope with the feelings they've listed. Start them off by sharing some possibilities for the above two examples. Remind them that in many ways coping is like problem solving and refer them to strategies in the GOAL SETTING unit. *Example 1:* If you're feeling angry because your parents don't let you stay out as late as your friends, and you think your friends will think you're a baby, you could (a) talk to your parents about the way you feel and see if they would change your curfew time; (b) accept your parents' responsibility to set the rules and don't worry about what your friends might think; or (c) suggest things you can do with your friends at earlier times or see if they can be at your house later. *Example 2:* If you're feeling sad because your parents are divorced and you only see your dad in the summer, you could (a) arrange to call him every week; (b) talk to your mom about how you feel and that you'd like to spend some of the holidays with your dad; or (c) talk to your dad about how you feel and see if he could find a way to spend more time with you.

10. **Emphasize to students** that in deciding how to handle situations in which there are negative feelings, they are making choices and taking control of these situations. Also remind them that while they can't always control the situations in which they feel bad, they *can* control how they choose to act and feel.

11. When students are complete, **ask for a volunteer** from each group to share the situations and coping strategies they came up with. You may write these on the board as students are sharing. Let the class as a whole have an opportunity to look over these lists and compare/discuss what was the same and different between the groups' lists.

12. **Ask students** how many of them have a diary or have ever kept a diary or journal. Ask them if they know why people use diaries (e.g., to tell their secret thoughts, to get out negative feelings, to "talk" things out without telling anyone, etc.).

13. **Explain** that keeping a diary can be a useful way to cope with negative feelings such as anger or sadness. Diaries can be used to keep track of the things that make them feel bad, how often they feel bad, and what things they did to cope with their negative feelings. Knowing this can help them decide or *choose* different ways of feeling and acting that make them feel better about themselves. If they decide they might like to start keeping a diary, they may write things about situations and their feelings.

14. **Encourage students** who have negative feelings to deal with to start keeping a diary of what happened and when they felt bad. This is their own personal decision; it is a strategy they can use to feel better.

Materials Needed: Paper and pencils; chalk and chalkboard; dictionary and thesaurus. (Save the list of positive and negative feelings that students have put on the board.)

Note: This activity may take more than one session.

Additional Notes: Further activities could include how the students relate to positive and negative feelings regarding school, new courses/teachers, time schedules, friends, going out for a team, opening a locker, and finding a classroom, etc.

What Causes Stress?

Purpose: To help students develop a deeper understanding of things (that are under their control) that can cause negative feelings and stress.

Teacher Role/Session Sequence:

1. **Explain** that today's session will help students explore certain kinds of situations or events that can cause stress — situations or events that they can control.

2. **Ask students** to name some examples of inside pressures or feelings that can cause stress. To get them started, you might list a few of the following: having too many people to please, being worried about what others think of them, feeling like they always have to win, having unrealistic goals, etc. List on the board the examples students generate.

3. **Divide students** into groups of three or four in any way that works best for your group. Ask each group to discuss the following points regarding the items on the list:

   - Are these sources of stress things you *can* or *cannot* control?
   - Why or why not?
   - For the things you *can* control, what are some positive things to do?

4. **Allow students** to discuss these questions until about ten minutes before the end of the class period. At that time, **have each group take turns** saying whether each item on the list is something in or out of their control. For items on which the groups disagree, have students discuss the reasons for their answer, using their responses to the other two questions they discussed.

5. **Have students discuss** what they learned.

Materials Needed: Chalk and chalkboard.

Are We What We Eat?

Purpose: To help students see the relationships between what they eat, their feelings, and the amount of stress they feel; and to help them see how they can take charge of the stress they feel by changing what they eat.

Teacher Role/Session Sequence:

1. **Explain to students** that they will have an opportunity to look at an easy strategy for reducing stress — a strategy that simply involves looking at and changing (if necessary) what they eat.

2. **Ask students** how many of them have parents who try to limit the amount of candy, pop, and other foods they eat that are high in sugar. Ask them why they think their parents do this. Write on the board the reasons students generate. Point out that many of these reasons (e.g., so they won't be "hyper," so that they won't ruin their teeth, etc.) have to do with what scientists have recently discovered about what sugar does to our bodies.

3. **Tell students** that today they are going to be working in small groups to come up with guidelines of good nutrition they have heard from their families, teachers, TV, magazines, and other sources. (Examples are guidelines having to do with how much fat and red meat to eat; limiting junk food; eating a balance of meat, complex carbohydrates, fruits, and vegetables, etc.). Each person in the group will take one of the rules and develop a special project (a demonstration, picture, or collage, etc.) about that rule. They will then share their project with the rest of the class.

4. **Divide students** into groups of three or four in whatever way works best for you and your students. **Let students know** that different groups may come up with the same guidelines, and that's okay. The important thing is that students think about guidelines that focus on caring for their body. Also let students know that when they share their projects, they should share *why* the guideline is important to their health and/or ability to handle stress.

5. During the sharing of projects, **let students play a part** in deciding how they want to do this. If it turns out that several students have chosen the same or similar guidelines for their projects, they may want to present them together. Be sure students include *why* their guidelines are important during their presentations.

6. When everyone has shared his/her project, **have a general discussion** about the role of nutrition in reducing stress specifically, and the quality of life in general.

Materials Needed: Paper and pencils; extra supplies (e.g., magazines, colored paper, scissors, glue, etc.) for students who need them for their projects.

Note: This activity may take more than one session.

Golden Rules of Good Health

Purpose: To encourage students to think critically about the way they take care of their body and to understand how taking care of their body influences their self-esteem and ability to cope with stress.

Teacher Role/Session Sequence:

1. **Ask students** what they think about the country's current "war on drugs" and about some of the things they have been hearing regarding the effects of drugs and alcohol on people. Encourage students to share their thoughts and feelings.

2. **Explain** that in today's session students will have an opportunity to think about ideal rules for their own bodies and health —their "golden rules of good health." Each will be working with a partner to come up with his/her golden rules. Suggest that students think about rules that have to do with the kind of physical activities they do; whether they use drugs, cigarettes, or alcohol; the amount of rest they get; when and how many meals they eat a day; how thin or fat they are; etc.

3. **Pair students** in whatever way works best for you and your students. Ask students in the pairs to take turns and work cooperatively in coming up with their golden rules of health. Also, ask students to be prepared to share their rules at the end of the class period.

4. **Ask students** to share the rules they generated. **Encourage students** to discuss among themselves how they feel about these rules and what they've learned. **Ask them:** "What does taking care of your body have to do with stress?" (The important concept here is that taking care of their body by eating right, getting enough rest and physical exercise, etc. meets basic needs and builds up the ability to deal with stress. If these needs are not met, a certain level of stress is felt by the body. Other stresses then "add on" and reduce their ability to deal with stress.)

Materials Needed: Paper and pencils.

What Do You Think?

Purpose: To help students examine how they think about situations can increase or decrease the stress they feel in those situations.

Teacher Role/Session Sequence:

1. **Explain to students** that today they will look at two different stressful situations and how students like themselves reacted to these situations. They will have a chance to decide (a) what the person *is* thinking that is making the situation more stressful and (b) what the person *can* think to make the situation less stressful. They will work in small groups to make these decisions and then will share with the whole class what they decided.

2. **Divide students** into groups of four or five in whatever way works best for you and your students. **Give each group** a copy of Student Supplement SM6-6 (The Stories of Samantha and Ryan). **Explain** that the groups are to work cooperatively to read each story and answer the two questions that go with each story.

3. **Monitor students** as they work in their small groups. Provide assistance and answer questions as necessary.

4. **Ask students** from each group to take turns sharing what they thought about each situation and their suggestions for handling the situations more positively. List these on the board. **Encourage students** to explore the following: (a) how we think about things can produce feelings of stress and (b) positive ways for dealing with stressful situations sometimes means changing how we think about ourselves and/or the situation. Also, encourage students to share what they found meaningful or personally significant in this activity.

Materials Needed: Student Supplement SM6-6 (The Stories of Samantha and Ryan); chalk and chalkboard; paper and pencils.

Additional Tips: You may want to share the following guidelines for the questions in the two examples: (1) Samantha thought that because she was not as good looking and was fatter than others, she was not as good as they were. She could think about her own special and individual characteristics (special skills, enjoyable personality, etc.), stop comparing herself to others, and start seeing herself and others as individuals who each have personal strengths and weaknesses. (2) Ryan was thinking that his self-worth depended on what others thought and if others didn't like something he did, he must be no good. He can separate what he thinks about what he did (his science project) from how he thinks about himself as a person. There is a big difference between making negative evaluations of something he did (not doing as well as he would have liked on his science project) and making negative evaluations about himself (saying he was dumb and stupid).

The Stories of Samantha and Ryan

Samantha's Story

Samantha had always been a little bit overweight. She tried not to overeat, but it seemed as if nothing worked. Now that she was in sixth grade, she really wanted to be as slim as some of the other girls. She was tired of being called names like "thunder thighs" and "lard belly." Even though she tried to act as if it didn't bother her, being called names really hurt her feelings.

Samantha hated the way she looked in jeans or shorts. "I just know no one likes me because I'm fat," she said to herself. "I just wish I could be thin — I'm just never going to be as pretty as some of the girls I know. Oh, why did I have to get this kind of body? I hate myself!"

Questions for the group:

1. What is Samantha thinking that is making this situation more stressful for her?
2. What could Samantha think that would help her situation be less stressful? (Come up with at least two possibilities.)

Ryan's Story

Ryan had worked very hard on his science project. He had come up with what he thought was a good way to save energy. He had built a buzzer system that was hooked into a timer; it would go off at times when the lights in rooms were on and family members were supposed to be out of the house. Ryan was proud of how he had hooked up a small computer with information about the family's schedule to the timer and buzzer.

When Ryan presented his project in science class, he heard a lot of negative comments from his teacher and classmates. His teacher said it was too complicated and would be too expensive for most families. His classmates commented that most families don't have regular schedules, that it wasn't really practical, and so on. Ryan felt terrible. "I must be stupid," he said to himself, "if nobody thought I came up with a good idea. My ideas don't count for anything. What I think is good is really dumb."

Questions for the group:

1. What is Ryan thinking that is making this situation more stressful for him?
2. What could Ryan think that would help his situation be less stressful? (Come up with at least two possibilities.)

Time Out to Relax

Purpose: To help students learn two simple relaxation strategies they can use on their own to reduce feelings of stress.

Teacher Role/Session Sequence:

1. **Ask students** if anyone knows what relaxation strategies are and if they can give an example of such a strategy. (Answers might include: strategies to help reduce stress or feelings of pressure, such as slowly relaxing all the muscles in their body; having "time out" and physically leaving a stressful situation; taking their mind off what is worrying them and telling themselves to relax; etc.) **Help students distinguish** between simple relaxation strategies for quickly reducing stress *during* a stressful situation and other techniques that reduce built up stress (e.g., playing sports, talking things over with another person, eating right and getting enough sleep, etc.).

2. **Explain** that today students will learn two simple relaxation strategies: "I Am Jello" and "Take a Deep Breath." Each of these strategies is easy to learn and only takes a few minutes to do. Thus, they can be helpful *during* a stressful situation like taking a test, having to talk to someone they feel nervous around, etc.

3. **Refer to Student Supplement SM6-7** (Steps for "I Am Jello" and "Take a Deep Breath"). If you can make copies for each student, these can be handed out; otherwise, you can list the steps for each strategy on the board or a flip chart for students to copy.

4. **Go through the steps** in the "I Am Jello" strategy. Read the steps slowly and give students an opportunity to get a sense of the relaxation exercise. At the end have them close their eyes and repeat the exercise, with you slowly reading the steps. Have them repeat it a third time, doing the exercise on their own.

5. **Go through the steps** in the "Take a Deep Breath" strategy. Again, read the steps slowly and give students an opportunity to get a sense of the relaxation exercise. Have them close their eyes as they go through it a second time, with you reading the steps. Also, have them repeat it a third time on their own.

6. **Ask students** to share how they felt while they were doing the exercises. Did they like one strategy better than the other? When do they think these strategies might be helpful to them?

Materials Needed: Chalk and chalkboard; paper and pencils; Student Supplement SM6-7 (Steps for "I Am Jello" and "Take a Deep Breath").

Additional Tips: Before having students do the two relaxation strategies, it is a good idea for you to practice them yourself so that you can demonstrate parts of the strategies as necessary.

I Am Jello

1. Imagine that you're about to go into a situation that makes you very nervous or afraid, like when you're just about to take a really important test or when you have to go to talk to the principal.

2. Take your thoughts away from the situation for a few moments (30 seconds). Relax in your chair. Close your eyes and try to keep them closed during this whole exercise.

3. With your eyes closed, concentrate on your toes and feet. Let your feet and toes droop or slide out in front of you; imagine they are jello — very relaxed and wiggly. Think "jello toes" for five seconds.

4. Keeping your eyes closed, concentrate on your legs. Let your legs stretch out and imagine they are jello — relaxed and wiggly like your toes. Think "jello toes and legs" for five seconds.

5. Now concentrate on your upper and lower body. Let your shoulders droop and your arms dangle; imagine they are jello — relaxed and wiggly from your shoulders and arms to your toes. Think "jello toes, arms and body" for five seconds.

6. Keeping your eyes closed, concentrate on your head and neck. Let your head wobble on your neck and imagine they are jello — relaxed and wiggly from the top of your head to the bottom of your feet. Think "jello head, neck, arms, body and toes" for 10 seconds.

Take A Deep Breath

1. Imagine that you are already in a very stressful situation — such as when you're taking an important test or about to try to score the winning basketball point.

2. Take your thoughts away from what is bothering you for a few moments (20 seconds).

3. Close your eyes and concentrate on your breathing. Slowly count to ten without taking a breath.

4. Take a really deep breath and hold it for ten seconds. Let it out slowly while you again count to ten.

5. Repeat this exercise if you're still feeling stressed.

McREL

What — Me Worry?

Purpose: To introduce students to the concept that growing up can be confusing and stressful; therefore, it is important to know how to handle (how to cope with) difficulties that come up.

Teacher Role/Session Sequence:

1. **Explain** to students that they will be looking at things that may cause them stress. Acknowledge that growing up has always been a difficult thing, but that growing up today can be particularly confusing and stressful because of the fast-moving world and increased choices for young people.

2. **Ask students** if anyone can define what it means to cope (e.g., find ways to handle, deal with difficult situations in a positive way, etc.). Write the responses on the board.

3. **Let students know** that today they will be taking a look at the worries and stress in their own lives. By knowing what their concerns are, they will see how helpful it would be to have some strategies for coping with these worries and stress. Emphasize that all of us have worries and stress in our lives. The important thing is to know how to react and cope with stress in ways that help build self-confidence and self-control.

4. **Hand out** Student Activity SM7-1 (My Worries and Stresses). Point out that students will be working on this activity individually and that their responses are private. No one will collect this activity sheet; students may keep it to look back at later.

5. **Explain that** this activity will let them know what kind of stress they're under. Later they can apply strategies to deal with their stresses.

6. **Monitor students** as they work individually on the activity. Provide assistance and answer questions as necessary.

7. **Have students** discuss their reactions to the activity, any insights, and anything else they'd like to share.

Materials Needed: Student Activity SM7-1 (My Worries and Stresses).

STRESS MANAGEMENT — **Student Activity** NAME: ____________________

My Worries and Stresses

Directions: A list of life events that are stressful to young people your age are listed below. The items are ordered from most to least stressful, and a stress score is given for each item. Look through the list and circle the number (in the right hand column) for those items that you have experienced during this school year. After you have circled all those items that you have experienced or are experiencing, total the points for those items.

Rank	Life Event Stress Score	Stress Score
1	Death of a parent	100
2	Being physically injured	92
3	Divorce of parents	81
4	Becoming involved with drugs or alcohol	77
5	Jail sentence of parent for a year or more	75
6	Marital separation of parents	69
7	Death of a brother or sister	68
8	Change in acceptance by peers	67
9	Discovery of being an adopted child	64
10	Marriage of parent to step-parent	63
11	Death of a close friend	63
12	Serious illness requiring hospitalization	58
13	Failure of a grade in school	56
14	Move to a new school	56
15	Serious illness requiring hospitalization of parent	55
16	Jail sentence of parent for 30 days or less	53
17	Suspension from school	50
18	Birth of a sister or brother	50
19	Increase in number of arguments with parents	47
20	Increase in number of arguments between parents	46
21	Loss of job by a parent	46
22	Outstanding personal achievement	46
23	Change in parents' financial situation	45
24	Serious illness requiring hospitalization of brother or sister	41
25	Brother or sister leaving home	37
26	Death of a grandparent	36
27	Addition of another adult to the family	34
28	Mother beginning to working	26

My TOTAL: __________

A score of 150 or below indicates an about average stress level. A score between 150 and 300 means that you definitely need to learn some coping strategies.

How Do I Know I'm Stressed Out?

Purpose: To help students understand the "signs of stress" as a step toward knowing how best to cope with stressful situations.

Teacher Role/Session Sequence:

1. **Ask students** if they can list the "signs of stress" or if anyone can tell how they know they are experiencing stress. List on the board the signs they come up with. If students have trouble coming up with the signs of stress, you can get them started by using some things from this list:

   - Getting upset or angry easily
   - Finding it hard to concentrate
   - Having trouble falling asleep
   - Losing your appetite or finding yourself over-eating
   - Feeling tired most of the time or sleeping too much
   - Worrying and complaining a lot
   - Suffering from a tense neck, headaches, upset stomach, or other physical problems
   - Biting your nails
   - Returning to other bad habits

2. **Remind students** that everyone experiences stress and that stress is a normal part of living. One way to know that the stress is above normal is to experience one or more signs of stress. To cope with abnormal amounts of stress, it is helpful for students to think about how the things that are causing stress affect them. If they know, for example, that their way of showing stress is to bite their fingernails or to have trouble falling asleep, they can work on these specific things.

3. **Ask students** to think of other reasons it might be important to know ways that they show stress (it can help them understand that it's something they can change, these signs won't stay forever if they learn to deal with the stress, they can become more aware of their own personal style of reacting to stress and tailor their strategies to that style, etc.).

4. **Divide students** into two groups and **ask each group** to discuss the kinds of pressures and stresses that kids their age have. Do they think kids today have more pressures than kids did 5, 10, 20, or 50 years ago (perhaps some parents could share with the class their recollections of their middle school years and the stress they encountered)? Why or why not?

5. **Have each group give** its position and reasons for that position. These can be listed on the board. Point out that by talking about stresses that all kids experience, students know they're not alone. It also allows them to work together to change some of the stresses in their lives.

Materials Needed: Chalk and chalkboard.

What Pressures Make Me Feel Bad?

Purpose: To help students identify relationships between pressures they are experiencing and their feelings; and to explore how these feelings can be guides to taking control and coping with these pressures.

Teacher Role/Session Sequence:

1. **Acknowledge** that there are many pressures on young people today. **Ask students** to generate types of pressures that they feel in their lives right now (e.g., to do drugs, to drink, to join gangs, to shoplift, to smoke, to stay out past curfew, etc.).

2. **Explain to students** that their feelings about these pressures provide excellent clues about what's best for them to do. That's because their feelings come from their values, beliefs, and attitudes —what they know to be the right thing to do. If they feel bad, it's important to pay attention and not pretend the feeling is not there or ignore it because others might not like them or think they're "cool."

3. **Ask students** to generate a list of negative feelings that can give them clues that something is a negative pressure rather than a positive pressure. (Examples might include: scared, worried, uneasy, embarrassed, unsure, nervous, sad, offended, guilty.)

4. **Divide students into two groups** and have each group come up with a list of ways the students have dealt with pressures. Each group will then vote on what the members think are the best and worst ways to deal with pressures. Each group will then share its list and the result of its vote with the other group.

5. **Have students** have a general discussion about what they learned.

Materials Needed: Paper and pencils.

Additional Tips: To encourage a more game-like atmosphere with the group activity, you could have students write their list on a piece of paper which they share with the other group. The groups could try to guess what the other group voted to be the best and worst ways of dealing with pressures.

What Makes Me Angry?

Purpose: To help students explore how feelings of anger can contribute to their feeling pressured or stressed; and to help them identify what kinds of situations make them feel angry.

Teacher Role/Session Sequence:

1. **Explain to students** that today they will have an opportunity to look at *what kinds* of situations make them angry and *how angry* these situations make them. Point out that feeling angry is something that causes stress, and knowing what situations make them angry can help them control that anger.

2. **Ask students** to think about (a) one thing *someone else does* that makes them angry and (b) one thing that *happens to them* that makes them angry. Help them explore the idea that both people and things that happen can make them feel angry.

3. **Hand out** Student Activity SM7-4 (What Makes Me Angry?). Have students work on this individually. Let them know that their answers are private (they will not need to turn this in or show it to anyone).

4. **Monitor students** as they work individually on the activity. Provide assistance and answer questions as necessary.

5. When students have finished the activity, **ask them** if anyone was surprised at their answers or the number of things that made them angry. Give students a few minutes to share their comments.

6. **Have students** discuss various ways they have of dealing with their anger and the pros and cons of these ways.

Materials Needed: Student Activity SM7-4 (What Makes Me Angry?).

STRESS MANAGEMENT — Student Activity NAME: ____________________

What Makes Me Angry?

Directions: At the end of each statement, circle the number that best describes your feelings in that situation.

		It wouldn't bother me	I would be annoyed	I would be angry	I would be very angry	I would "blow up"
1.	Someone calls you a name.	1	2	3	4	5
2.	You tear a hole in your favorite pants.	1	2	3	4	5
3.	You get a bad grade on your report card.	1	2	3	4	5
4.	Your friend has a party but you're not invited.	1	2	3	4	5
5.	Someone hits or kicks you.	1	2	3	4	5
6.	You see someone hurting an animal.	1	2	3	4	5
7.	Your parents won't let you watch your favorite TV show.	1	2	3	4	5
8.	Someone steals something from you.	1	2	3	4	5
9.	Someone does something wrong and blames you.	1	2	3	4	5
10.	Your teacher doesn't give you enough time to finish an assignment.	1	2	3	4	5
11.	You hear someone talking about you behind your back.	1	2	3	4	5
12.	You have to clean up someone else's mess.	1	2	3	4	5
13.	You forget your lunch at home.	1	2	3	4	5
14.	Someone makes fun of your clothes or hair.	1	2	3	4	5
15.	You see a classmate cheating on a test.	1	2	3	4	5
16.	Your teacher gives you too much homework.	1	2	3	4	5
17.	Your best friend stops talking to you.	1	2	3	4	5
18.	You make a mistake in class and everyone laughs.	1	2	3	4	5
19.	Your best friend moves away.	1	2	3	4	5
20.	Someone cuts in front of you in line.	1	2	3	4	5

McREL

Mistaken Beliefs and Stress

Purpose: To assist students in examining how their attitudes and beliefs can lead to stress and what they can do to change mistaken beliefs.

Teacher Role/Session Sequence:

1. **Explain** that today students will be looking at how mistaken beliefs can cause inside pressures or stress. **Ask students** if anyone can define a mistaken belief. (Mistaken beliefs are attitudes or things they tell themselves that are not based on facts — OR — what made them true at one time is no longer true.)

2. **Give students some examples** of mistaken beliefs that can cause stress because these beliefs make them feel either angry or anxious (afraid). List these examples on the board:

   Mistaken Beliefs that Cause *Anger:*

   - In every situation there is a winner and a loser.
   - When people say or do something unkind or mean to me, it is because they meant to hurt me.
   - I always have a right to get what I want when I want it.

   Mistaken Beliefs that Cause *Anxiety* or *Fear:*

   - My self-worth depends on what others think.
   - The worst thing that can happen is to lose people or things that are really important to me.
   - If I'm not as smart or good looking as others, I am not as good as they are.

3. **Divide students** into groups of three or four in any way that works best for you. For each item on Student Activity SM7-4 (What Makes Me Angry?), **have students decide** which of the mistaken beliefs listed above (and on the board) apply. Have groups take turns giving their answers and discussing how mistaken beliefs can cause stress without them even being aware of it.

4. **Have students** discuss what they learned and any insights they had.

Materials Needed: Chalk and chalkboard; four or five copies of Student Activity SM7-4 (What Makes Me Angry?).

What Did I Say?

Purpose: To help students explore how what they say to themselves can work to reduce stress.

Teacher Role/Session Sequence:

1. **Ask students** if anyone has had the experience of feeling stressed out and made the situation worse by saying something negative to him/herself, like "This is awful. I don't think I can handle this. I must be stupid." Let a few students share their experiences, or you can share one of your own.

2. **Explain** that negative self-talk — saying negative things to themselves when they're feeling stressed — sets up negative expectations and destroys self-confidence. On the other hand, saying positive things to themselves has the opposite effect. It can build a positive self-image and help them control stressful situations.

3. **Further explain** that one reason situations are stressful is that people tell themselves negative things about the situation, about how they are feeling, or about their skills and abilities to handle the situation. When this happens, replacing these negative thoughts with positive self-talk often helps reduce the feelings of stress.

4. **Tell students** that today they are going to have a chance to see how this works by practicing positive and negative self-talk with a partner. Each pair of students will take turns using positive and negative self-talk before, during, and after some examples of stressful situations.

5. **Demonstrate** what students will be doing by going through the following examples (or another of your choice).

   Positive Example: Before the test, while you're studying, you say to yourself, "I can feel myself getting negative and up-tight. I need to relax and tell myself I can do it. I know I have the ability to do most things I set my mind to do. I can handle taking this test. I'm going to be calm and get to work." The next morning, you get up and still feel tense, so you say to yourself, "I know I can do this. I'll look over my notes one more time before I leave for school." When you get to school and the test is passed out, you start feeling nervous, but you tell yourself, "Don't expect problems. Do the best job you can. Just get started." After your test is turned in, you're not sure how well you did, but you tell yourself, "I did the best I could. I'm proud of the way I stayed calm while taking the test."

Negative Example: The situation is the same as above. This time, however, your self-talk goes like this. You are getting ready to take a science test. Science is your most difficult subject, no matter how hard you study. The night before the test, you start worrying and saying to yourself, "I can't pass this test. What's wrong with me? Why can't I be as smart as other people?" By the time you go to bed, you're so up-tight you can hardly sleep. The next morning, you get up. You feel terrible and start saying to yourself, "It's no use. I'm going to fail. There's nothing I can do." You go into school and sit down to take the test. Your stomach is in knots and your palms are sweating. You say to yourself, "This looks even harder than I thought. I can't remember anything I studied. My hands are so sweaty I can hardly hold my pencil!" You barely make it through the test. The teacher tells everyone to turn in their papers. You turn yours in, all the time telling yourself, "I just know I didn't pass. I really am stupid. I didn't even get all the questions done."

6. **Pair students** in whatever way works best for you and your class. **Ask each pair** to pick two stressful situations they want to use to practice positive self-talk. Have each partner do the positive examples with at least one of their situations and then switch.

7. **Ask students** what they thought about the two types of self-talk. Have them share what they found meaningful in practicing positive self-talk.

Materials Needed: None.

Additional Tips: If students have difficulty practicing the two types of self-talk, encourage a class discussion about self-talk and how people often aren't aware of the things they are saying to themselves and how these negative thoughts are affecting them. Help students gain insight into understanding how the things they say to themselves can affect their feelings and thoughts about themselves.

What's My Ideal?

Purpose: To give students the opportunity to express their feelings about themselves, their physical appearance, and what they think are "ideal" characteristics.

Teacher Role/Session Sequence:

1. **Inform students** that today they will have an opportunity to share their "ideal" pictures and talk about those characteristics that make an ideal boy or girl.

2. **Let students decide** how they would like to share their "ideal" (in pairs, in small groups, or as a class).

3. After students have had an opportunity to talk about their ideal characteristics for boys and girls, **start a "master list"** on the board, one for boys and one for girls. List all the characteristics that have been mentioned.

4. **Let students take some time** to look over and think about this list and the qualities they themselves have or can have that are on the list.

5. **Explain to students** that there will be times in their lives when they will have to cope with things they can't change or control. If these situations have to do with their physical appearance or characteristics, it is helpful to evaluate themselves from a perspective that takes into account where standards for attractive vs. unattractive come from. It is also helpful — in situations such as having something about themselves that they don't like but can't change — to know that there is usually something that they can control. For example, they can control how they choose to fix their hair, what clothes to wear, how to develop their personality, etc. They can also control how they feel and think about themselves or about what is happening. If they can stay positive and think about the good things they do have, they will be able to stay calmer and less stressed.

Materials Needed: Chalk and chalkboard.

Let's Relax!

Purpose: To teach students some simple relaxation exercises they can do on their own (or with a friend) to help them relax when they are feeling particularly stressed.

Teacher Role/Session Sequence:

1. **Explain to students** that today they will be practicing two exercises that they can do to relax when they are feeling stressed or out of control because of fear or anger. The first exercise is called "Slow, Deep Breathing" and the second is called "Progressive Muscle Relaxation."

2. **Refer to Student Supplement SM7-8** (Steps for Slow, Deep Breathing and Progressive Muscle Relaxation) that explains these two strategies. If you can make copies for each student, these can be handed out; otherwise you can list the steps for each strategy on the chalkboard or a flip chart for students to copy.

3. **Go through the steps** in the Slow, Deep Breathing strategy. Read the steps slowly and give students an opportunity to get a sense of the relaxation exercise. At the end have them close their eyes and repeat the exercise, with you slowly reading the steps. Have them repeat it a third time, doing the exercise on their own.

4. **Go through the steps** in the Progressive Muscle Relaxation strategy. Again, read the steps slowly and give students an opportunity to get a sense of the relaxation exercise. Have them close their eyes as they go through it a second time, with you reading the steps. Also have them repeat this a third time on their own.

5. **Ask students** to share how they felt while they were doing the exercises. Ask them to talk about how and when these strategies might be helpful to them.

Materials Needed: Chalk and chalkboard; paper and pencils; Student Supplement SM7-8 (Steps for Slow, Deep Breathing and Progressive Muscle Relaxation).

Additional Tips: Before having students do the two relaxation strategies, it is a good idea if you practice them yourself so that you can demonstrate parts of the strategies as necessary.

Slow, Deep Breathing

1. Imagine that you are studying for an important test or you are just about to take an important test.

2. Take your attention away from these thoughts for about 20 or 30 seconds.

3. Settle back or slump into a position in your chair that is as comfortable and relaxed as possible. Close your eyes.

4. Relax all the muscles of your body. Don't do a halfway job — relax entirely and all over. Don't try to relax so much as just let go of all muscles and tension; let your muscles go loose and heavy. Some people help this along by first tensing all their muscles in that comfortable sitting position, holding the tension for about five seconds and then letting go and relaxing all muscles entirely.

5.* Having let go and relaxed, take a very deep breath and hold it for a few seconds, then very slowly let it out. Repeat this once or twice, keeping your eyes closed.

6. You can deepen the relaxation and help relax away feelings of tension by thinking silently to yourself the words "calm" and "relax" as you slowly let out your breath.

* Step (5), taking slow deep breaths, is the most important step. The other steps have to do with setting the stage and with practice.

Progressive Muscle Relaxation

Tense and relax each muscle group in the order shown below. Tense for 7 seconds and Relax for 30 seconds for each group. Do the tense/relax cycle twice for each muscle group and then move on to the next muscle group.

1. Right/left hand and forearm. If you are right-handed, begin with the right side; if you are left-handed, begin with the left side. Start by making a very tight fist.

2. Left/right hand and forearm. Repeat No. 1 with the other hand and forearm.

3. Right/left upper arm. Press your elbow down into the armrest of the chair. While pressing down, try to move your upper arm toward your ribs.

4. Left/right upper arm. Repeat No. 3 with the other upper arm.

5. Forehead. Raise your eyebrows as high as you can or make a deep frown.

6. Middle face. Wrinkle your nose and shut your eyelids tightly together.

7. Jaws. Clench your teeth and pull back the corners of your mouth. At the same time, press your tongue against the roof of your mouth.

8. Neck. Pull your chin toward your chest with the muscles in the front of your neck. At the same time, pull your head back using the muscles in the rear of your neck.

9. Shoulders and upper back. Pull your shoulders back as though you were trying to touch your shoulder blades together. Or, raise your shoulders as though you were trying to touch your ears with the tops of your shoulders.

10. Stomach. Pull the muscles of your stomach inward while at the same time pressing them downward. This makes the stomach hard, as if you were preparing to be hit in the stomach.

11. Right/left thigh. Try to bend your knee forward using the muscles of the back of your thigh. At the same time, bend your knee backward, tensing the muscles of your thigh.

12. Right/left calf. Bend your foot toward your shin as though you were trying to touch your shin with your toes. This is the opposite of pointing your toes.

13. Left/right thigh: Repeat No. 11 with the other thigh.

14. Left/right calf. Repeat No. 12 with the other calf.

NOTE: You may find it helpful to have a friend read the instructions for progressive muscle relaxation aloud to you as you practice.

Feeling Stressed Out?

Purpose: To introduce students to the concept that adolescence is a period of ups and downs, of mood swings, and that there are helpful strategies they can learn to help them cope with the stress and pressures they feel.

Teacher Role/Session Sequence:

1. **Explain** to students that they will be identifying some potential stresses in their lives.

2. **Ask students** to think about times during the past year when they have felt very stressed out. Ask how many felt that they were able to deal effectively with their stress. Have them share examples. (Reassure students that it's normal to feel a lot of stress-everyone experiences stress. Also, it's normal to not always feel very competent to deal with stress — unless they have had some stress management training.)

3. **Let students know** they will have an opportunity to look at the kinds of events that have been stressful to them personally over the past year. Knowing the amount of stress they have experienced as well as the reasons for the stress is helpful in learning how to cope with stress.

4. **Hand out** Student Activity SM8-1 (What's Stressing Me Out?). Point out that students will be working individually on this activity and that their responses are private. No one will collect this activity sheet; students may keep it to look back at later.

5. **Monitor students** as they work individually on the activity. Provide assistance and answer questions as necessary.

6. **Have students discuss** their reactions to the activity, any insights, and anything else they'd like to share.

Materials Needed: Student Activity SM8-1 (What's Stressing Me Out?).

STRESS MANAGEMENT — **Student Activity** NAME: ____________________

What's Stressing Me Out?

Directions: A list of life events that are stressful to young people your age are listed below. The items are ordered from most to least stressful, and a stress score is given for each item. Look through the list and circle the number (in the right hand column) for those items that you have experienced during this school year. After you have circled all those items that you have experienced or are experiencing, total the points for those items.

Rank	Life Event Stress Score	Stress Score
1	Death of a parent	100
2	Being physically injured	92
3	Divorce of parents	81
4	Becoming involved with drugs or alcohol	77
5	Jail sentence of parent for a year or more	75
6	Marital separation of parents	69
7	Death of a brother or sister	68
8	Change in acceptance by peers	67
9	Discovery of being an adopted child	64
10	Marriage of parent to step-parent	63
11	Death of a close friend	63
12	Serious illness requiring hospitalization	58
13	Failure of a grade in school	56
14	Move to a new school	56
15	Serious illness requiring hospitalization of parent	55
16	Jail sentence of parent for 30 days or less	53
17	Breaking up with boyfriend or girlfriend	53
18	Beginning to date	51
19	Suspension from school	50
20	Birth of a brother or sister	50
21	Increase in number of arguments with parents	47
22	Increase in number of arguments between parents	46
23	Loss of job by a parent	46
24	Outstanding personal achievement	46
25	Change in parents' financial situation	45
26	Serious illness requiring hospitalization of brother or sister	41
27	Brother or sister leaving home	37
28	Death of a grandparent	36
29	Addition of another adult to the family	34
30	Mother beginning to work	26

My TOTAL: ________

A score of 150 or below indicates an about average stress level. A score between 150 and 300 means that you definitely need to learn some coping strategies.

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What is Stress?

Purpose: To help students acquire an understanding of what stress is, to identify different or stressful events, and to learn about coping strategies for handling such stress.

Teacher Role/Session Sequence:

1. **Ask students** to name different types of stressful events. List their examples on the board. (Examples might include various types of peer pressure, a test in a difficult class, walking in a park alone at night, worrying about being popular, a death in the family, moving, etc.)

2. **Explain to students** that stressful events can differ in whether they are (a) controllable or uncontrollable, (b) predictable or unpredictable, and (c) whether they result from internal or external pressures.

3. Next to the list of different kinds of pressures, **create a chart** listing the above six factors across the top. Your chart might look like this:

Kinds of Stress:	Controllable	Uncontrollable	Predictable	Unpredictable	Internal Pressure	External Pressure

4. **Work through two or three examples** interactively with the class, in which students tell you which columns to check for each kind of stress listed. Elicit discussion, as appropriate, on why particular columns were chosen.

5. **Divide students into groups** of three or four in whatever way works best for you and your class. Tell students that they are to complete the chart with the remaining items on the list and others they are able to add. Each group is to come up with at least two examples for each column. Explain that some kinds of stress can have checks in more than one column. For example:

Kinds of Stress:	Controllable	Uncontrollable	Predictable	Unpredictable	Internal Pressure	External Pressure
Worry About Grades	X		X		X	
Broken Arm		X		X		X

6. **Monitor students** as they work in groups, providing assistance and answering questions as necessary.

7. **Ask students** what they learned or found meaningful in this activity. **Have students share** what they think stress is and how it can be managed based on what they learned. (Answers should include a recognition that stress can be anything in their lives that upsets them or produces negative feelings, but that stress can be managed if they know it is controllable, predictable, or results from an internal pressure).

Materials Needed: Chalk and chalkboard; paper and pencils.

Controlling My Negative Feelings

Purpose: To help students examine the kinds of situations that result in negative feelings (like anger or hostility) and to see that expressing negative feelings in negative ways can lead to stress for them and for those around them.

Teacher Role/Session Sequence:

1. **Ask students** to think of times when they have let their negative feelings — particularly feelings of anger — take control; and ask them to share what happened as a result. **Share a personal example** of such a situation in your own life or from something you've read or heard about (e.g., an angry driver smashes another driver's windshield, etc.).

2 **Ask students** why they think letting their anger take control can lead to stress. Emphasize that getting angry is a normal and natural part of living. What causes the problem is *how* they choose to express their anger.

3. **Explain** that today students will be looking at situations that make many people angry and indicating how angry these situations make them feel. They will be working in small groups to discuss (a) what kinds of situations make everyone in the group angry, (b) what differences they find in situations that make each student angry, and (c) what are negative and positive ways to handle the anger they feel.

4. **Divide students into groups** of three or four in whatever way works best for you and the class. Make sure all groups understand what they are to do during the activity.

5. **Hand out** Student Activity SM8-3 (Things That Make Me Angry), giving one copy to each group. Have each group appoint a leader who reads the items on the activity sheet. Have groups appoint another person to write down each person's response to each item. When every item has been completed, have the group decide (a) which situations make all or most of them angry (answers value — weighted between 3 and 5); and (b) what situations make only one or two people angry. Then, have the group make a list of negative and positive ways to deal with anger.

6. **Monitor students** as they work in groups. Answer questions and provide guidance as necessary.

7. **Ask groups to take turns sharing** what they found out about situations that make them angry. Also ask them to share what they came up with as positive and negative ways to deal with their anger.

Materials Needed: Student Activity SM8-3 (Things That Make Me Angry); paper and pencils.

Note: This activity may take more than one session.

STRESS MANAGEMENT — **Student Activity** NAME: ____________________

What Makes Me Angry?

Directions: At the end of each statement, circle the number that best describes your feelings in that situation.

		It wouldn't bother me	I would be annoyed	I would be angry	I would be very angry	I would "blow up"
1.	Someone calls you a name.	1	2	3	4	5
2.	You tear a hole in your favorite pants.	1	2	3	4	5
3.	You get a bad grade on your report card.	1	2	3	4	5
4.	Your friend has a party but you're not invited.	1	2	3	4	5
5.	Someone hits or kicks you.	1	2	3	4	5
6.	Someone cuts in front of you in line.	1	2	3	4	5
7.	Your parents won't allow you to buy an expensive jacket you want.	1	2	3	4	5
8.	Someone steals something from you.	1	2	3	4	5
9.	Someone does something wrong and blames you.	1	2	3	4	5
10.	Your teacher doesn't give you enough time to finish an assignment.	1	2	3	4	5
11.	You hear someone talking about you behind your back.	1	2	3	4	5
12.	You get a poor grade on your class project.	1	2	3	4	5
13.	You forget your lunch at home.	1	2	3	4	5
14.	Someone makes fun of your clothes or hair.	1	2	3	4	5
15.	You see a classmate cheating on a test.	1	2	3	4	5
16.	Your teacher gives you too much homework.	1	2	3	4	5
17.	Your best friend stops talking to you.	1	2	3	4	5
18.	You make a mistake in class and everyone laughs.	1	2	3	4	5
19.	Your best friend moves away.	1	2	3	4	5
20.	You are telling the truth, but no one believes you.	1	2	3	4	5
21.	You miss your bus.	1	2	3	4	5
22.	A good friend is doing something you think is dangerous	1	2	3	4	5

Can This Be True?

Purpose: To help students examine beliefs they may have that are causing stress because they produce negative feelings in certain situations.

Teacher Role/Session Sequence:

1. **Explain** that mistaken beliefs can create pressures and stress because they cause us to interpret situations in ways that make us feel bad. For example, if we think we have to be as good looking or talented as other people to be as good as they are, we will feel bad if we think we don't measure up in some way.

2. **List the following mistaken beliefs** on the board. **Ask students** to look them over and think about what makes them *mistaken* beliefs. **Answer questions** to help students understand these statements as necessary.

   - I have a right to get what I want when I want it.
   - When people do or say something mean or unkind to me, it is because they want to upset me.
   - I have rules for how people should act or behave that should never be broken by anyone.
   - In every situation, there is a winner and a loser.
   - I have to fight for everything I get in this world.
   - People or organizations that are important to me should do well or be important to other people.
   - My self-worth depends on what others think.
   - The worst thing that can happen is to lose people or things that are really important to me.
   - If I'm not as smart or good looking as others, I am not as good as they are.
   - Worry is a normal part of living and I can't avoid it; it's part of working through problems.

3. **Divide students into two teams. Explain** that they will play a game in which teams will act out the situations on their team's versions (Script A for Team A and Script B for Team B of "Can This Be True?") of Student Supplement SM8-4. Each team will then try to guess the mistaken belief being acted out by the other team, using the list on the board. If they are correct, they switch turns and the second team acts out its situation(s). If they are wrong, the first team keeps its turn until the second team guesses correctly.

4. **Hand out** two copies of the appropriate version (Script A for Team A and Script B for Team B) of Student Supplement SM8-4 ("Can This Be True?") to each team. Let each team take a few minutes to decide who will play each part in the three situations. **Flip a coin** to decide which team goes first.

5. **Give students** on each team some time to read over their parts in each situation and decide how they want to act out the situations. When students are ready, let the team that won the coin flip go first. Continue with the game until all situations have been acted out. (**Keep score** on which team guessed the most mistaken beliefs correctly. If you wish, prizes may be awarded to all.)

6. **Monitor student teams** as they play the game. Provide guidance as necessary.

7. At the end of the game, **lead students** in a discussion about what they learned or found the most meaningful in this activity. **Emphasize** that the biggest problem with mistaken beliefs is that they are attitudes, beliefs, or things people tell themselves that are either not based on facts or what made them true at one time is no longer true.

Materials Needed: Student Supplement SM8-4 (Scripts A and B for "Can This Be True?"); paper and pencils for keeping score; chalkboard or chart.

Additional Tips: Instead of writing the mistaken beliefs on the board during the session, you may want to write them on the board or on a flip chart in advance of the session.

Note: This activity may take more than one session.

Script A: Can This Be True?

Situation 1:

Characters: Narrator, Larry and Nancy.

Narrator: Larry had noticed Nancy since the beginning of the school year. She was one of the prettiest and most popular new girls in the class. He felt really good when she agreed to go out with him one Saturday night.

Larry: That's great! What would you like to do?

Nancy: Let's get something to eat and then go bowling. I love to bowl, don't you?

Larry: Well, sure, I guess that's fine. How about if I walk over to your place and get you about 6:30?

Narrator: Larry wasn't too excited about bowling, but decided anything was alright as long as he had her for his date. Dinner at Pizza Hut went pretty well, although it seemed that whatever Larry talked about, Nancy would interrupt and let him know she knew more about it than he did. He was feeling a little uncomfortable about that — but found he was really getting angry and upset when Nancy beat him at all three games of bowling. He thought to himself, "She's not so great. I don't know what everybody sees in her." Then he said out loud:

Larry: I'm not feeling well. I need to get home early.

Nancy (trying to cheer Larry up): I'm sorry you don't feel well. Are you sure it's not because I beat you?

Larry (angrily): Of course not! Let's go.

Narrator: That didn't work out too well for Larry, did it? To make things worse, when he got home he felt miserable and had trouble sleeping. What was Larry's mistaken belief?

Answer: **In every situation there is a winner and a loser.**

Narrator: This mistaken belief makes winning the only way to get happiness. While it is true that some situations are competitive and that winning feels good — it is important to find relationships and activities that you can enjoy without worrying about who wins or loses.

Situation 2:

Characters: Narrator, Ann, and Debbie.

Narrator: Debbie has been going with Al for about three months now. Her girlfriend, Ann, who has known Debbie all through their school years, couldn't believe the change she was seeing in Debbie these past few months.

Ann: What's going on with you Debbie? You act like the whole world revolves around Al and when you're not with him, you just mope around. You've never acted like that with other guys you've gone with.

Debbie: I know. I don't understand it either. Al is everything I ever dreamed of. If he decided to dump me, I'd have nothing to live for.

Ann: But Debbie, what if Al had to move or something happened to him? Are you saying that you don't have enough confidence in yourself to start over again, that you couldn't find happiness in your friends or other people?

Narrator: Ann is giving Debbie some good advise. What is Debbie's mistaken belief?

Answer: **The worst thing that can happen is to lose people or things that are really important to me.**

Narrator: This mistaken belief makes us depend on other people or things to give us feelings of self-worth, self-respect, or security. Even people who are close to us — a boyfriend or a girlfriend — can change and grow in ways we can't predict. If we depend on other people for our happiness, we set ourselves up for disappointments, blaming, and even hating people when they leave us. We naturally feel saddened when changes occur in our important relationships — but we can learn that there are other people in the world to care for and who can care for us. We do not have to depend on any one person or group of people for our happiness. This mistaken belief can also apply to depending too much on things — like personal belongings — for happiness.

Situation 3:

Characters: Narrator, Eric, and Greg.

Narrator: Eric gets very angry every time he has to wait in line at the cafeteria for his lunch. His friend, Greg, asks him about it one day.

Greg: Hey, man, do you expect to go your whole life and never have to wait for anything?

Eric: Of course not.

Greg: Well, you sure act angry every time this happens — like you've been ripped off or something.

Eric: So what? Why do you care?

Narrator: By now, Eric is making Greg angry, too. What is Eric's mistaken belief?

Answer: **I have a right to get what I want when I want it.**

Narrator: This mistaken belief usually comes from the way we all feel early in our lives. As children, we all had trouble handling discomfort or waiting for our needs to be met. As we grow older, however, we learn that there are normal discomforts in life that can't be avoided. It we don't realize this, we might go through life feeling that we are being taken advantage of and feel angry and stressed when we don't get what we want when we want it. It's part of growing up to learn that life involves dealing with frustrations, discomforts, and disappointments.

Script B: Can This Be True?

Situation 1:

Characters: Narrator, Tim, and Tony.

Narrator: Baseball had always been Tim's favorite sport. He could remember even as a little kid getting really involved with the World Series and feeling really bad when his favorite team didn't win. Over the years, his favorite team was the Chicago Cubs and he had followed the careers of all their best players. One day, he and his friend, Tony, were talking about baseball. Here's what happened next.

Tony: Did you see that baseball game last night between the Cubs and the Giants? The Cubs looked like they didn't even know where home plate was!

Tim: What do you mean? They played great. It's just that the Giants were playing dirty. And that umpire sure didn't know what he was doing. Two of the Giants' runs should never have counted.

Tony: You'r crazy! If anybody got a break, the Cubs did.

Tim (angrily): The Cubs have the best players in the League. If you can't see that, I don't even want to talk to you.

Narrator: Tim stormed off and spent the rest of the day feeling angry and rejected. What was Tim's mistaken belief?

Answer: **People or organizations that are important to me should do well or be important to other people.**

Narrator: This mistaken belief ties a person's self-worth to other people or other organizations — like baseball teams. Everyone has favorite friends, teams, or organizations. But getting too involved or identifying too much with these groups can make us angry and upset — can cause us to feel stressed — when someone puts them down. It's important to take a look at whether this might apply to any of us.

Situation 2:

Characters: Narrator, Heather, and Jennifer.

Narrator: Heather had always disliked cigarette smoking. Her parents never smoked and all during her childhood they preached to her about how bad it is to smoke. In school, she avoided hanging around with kids who smoked, and somehow always found an excuse to avoid situations or parties where she know people would be smoking. One day, she unexpectedly dropped by to see her best girlfriend, Jennifer, at her home. As she rang the doorbell, she saw through the window that Jennifer was sitting in the living room smoking with a friend. Heather was horrified. When Jennifer came to the door, here's what happened:

Heather: What do you think you're doing? I could see you in there smoking with Allison.

Jennifer: Well, I guess now you know. So what's the big deal? Everybody does it.

Heather: I didn't think you were just anybody! You always promised me you would never smoke and that you agreed with me it was wrong. How could you?

Narrator: Heather turns her back and walks away. She feels like her stomach is in knots. What is Heather's mistaken belief?

Answer: **My rules for how people should act or behave should never be broken by anyone.**

Narrator: This mistaken belief is based on expecting other people to live by our own personal beliefs or rules. Most people have personal rules of conduct or behavior that they feel pretty strongly about. A lot of us probably believe that a good friend should not spread unkind gossip about us. In fact, there are a lot of beliefs and rules that most people share. There are other beliefs and rules, however, that people differ on. We can cause ourselves a lot of stress by getting angry because other people don't live up to our rules and standards. Tolerance and understanding can help us be less angry with people who don't value the same things that are important to us.

Situation 3:

Characters: Narrator, Tina, and Male Waiter.

Narrator: Tina was traveling by herself to see relatives in Boston. She had a layover at the airport in Chicago and decided to try out the fancy restaurant there. Her plane was not scheduled to leave for two hours, so she figured she had plenty of time. The restaurant was fairly crowded and, after waiting 20 minutes, Tina was finally seated at a small table in the back of the restaurant. After waiting another 10 minutes, a waiter finally came.

Waiter: Have you decided on your order?

Tina: Yes, I'd like the Shrimp Scampi. Can I get my order fairly quickly as I have a plane to board in about 30 minutes?

Narrator: The waiter assured her that her order would be ready in time. Tina waited for 25 minutes but no food arrived. She knew she must board the plane any time now and she found herself getting angrier and angrier. The waiter finally came with her soft drink.
Waiter (apologetically): I'm really sorry this is taking so long. Our cook is really backed up with orders. Yours should be along any minute.

Tina (angrily): What's the big idea of taking so long? I told you I only had 30 minutes. Now I won't have time to eat my meal. You can just keep this drink!

Narrator: Tina storms off thinking to herself, "They just made me wait because I'm young and by myself." What was Tina's mistaken belief?

Answer: **When people say or do something unkind or mean to me, it is because they meant to upset me.**

Narrator: It's natural to get angry when we think someone has intentionally done something to upset us. But often, we think that others are deliberately trying to upset us when that isn't the case at all. We get angry at the driver who cuts in front of us or the clerk who seems to be taking a long time to wait on us. This mistaken belief comes from thinking about the actions of others only from our own point of view. They did something that upset us — therefore, they must have meant to upset us. Thinking that other people may have their own problems or worries makes many of the things that make you angry look different. The rude driver may be worrying about an appointment that he or she is late for; the slow clerk may be doing something else and may not realize that your are being kept waiting.

How Do Adults See Teenagers?

Purpose: To help students think about the way some adults may see teenagers and beliefs they may have about them that can cause stress; and to see what this might mean for how teenagers could improve their image with adults.

Teacher Role/Session Sequence:

1. **Ask students** if they have ever been in situations in which adults seemed to treat them rudely for no reason (such as being discourteous when they ask to see certain items in a department store). Ask students to share other examples of being treated unfairly by adults.

2. **Explain** that today they will be working in small groups to think about beliefs adults might have about teenagers, identify those that are usually incorrect and which are often true, and describe ways teenagers could improve their image with adults.

3. **Divide students into small groups** in whatever way works best for you and your class. Ask groups to discuss the following questions and record their answers:

   - What do adults believe about teenagers?
   - Which beliefs are usually incorrect?
   - Which beliefs are often true?
   - What can teenagers do to improve their image with adults?

4. **Monitor students** as they work in groups. Provide assistance and answer questions as necessary.

5. **Ask groups to share** what they came up with for each question, what they learned and what actions they might take as a result.

Materials Needed: Paper and pencils.

It's My Song

Purpose: To introduce music as a means to deal with stress.

Teacher Role/Session Sequence:

1. **Explain** to students that one of the ways people cope with stress is by listening to music. Music often helps people relax. On the other hand, music can be a source of stress to both the listener and people around him or her.

2. **Ask students** how many of them have had conflicts with their parents over the kind of music they play or how loud their music is. Give students an opportunity to share some of their experiences about these issues.

3. **Explain** that they will have an opportunity to plan and give a presentation around a song that they personally relate to in terms of how it describes their feelings, pressures, how to deal with these pressures, etc. The presentations should be a few minutes long and cover the following:

   o Why they chose that song.

   o What the song means to them.

   o How the song relates to stress and pressures (e.g., how it may describe their feelings, pressures, how to deal with pressures, etc.), using examples from the lyrics (they can sing or play part of the song if they wish).

4. **Monitor students** during their planning, providing assistance as necessary. Be prepared to make suggestions for songs if students seem "stuck."

5. **Help students organize** and give their presentations, as necessary. **Be sure** all students have an opportunity to make their presentation.

6. When all presentations have been given, **ask students to discuss** what they learned about how music can be used to help them relax and cope with stress.

Materials Needed: Paper and pencils; tape machine or record player as needed by students.

Note: This activity may take more than one session.

Time Out to Relax

Purpose: To give students the opportunity to learn some physical relaxation strategies for reducing stress.

Teacher Role/Session Sequence:

1. **Ask students** to share what they do when they are upset and want to calm down. **Share some personal examples** of things that you do, giving one "active" relaxer and one more "passive" relaxer (e.g., an active relaxer is something like playing tennis; a passive relaxer is something like painting or drawing).

2. **Write examples on the board** of things students come up with for calming down and relaxing. **Ask students** to help you classify them as active and passive relaxers.

3. **Ask students** to share what they think are the differences between *relaxing* and *escaping*. Suggest that they think about these differences in terms of achieving their goals, rebuilding their energy, and helping them get in touch with their inner feelings. (Escaping avoids goals, doesn't generate new energy, and avoids dealing with feelings.)

4. **Divide students into two groups. Explain** that each group will work on a short statement it can present to the other groups about the benefits of relaxing and the "downside" of escaping. Their statements should include the following:

    o What is the difference between relaxing and escaping?

    o What are the consequences of relaxing in terms of goals, energy levels, and feelings about themselves?

    o What are the consequences of escaping in terms of goals, energy levels, and feelings about themselves?

5. **Monitor students** as they work in groups, answering questions and providing guidance as necessary.

6. **Have students decide** which group will go first. (If they have trouble deciding, flip a coin.) Allow each group a few minutes for its presentation, with time for a general discussion at the end of the presentation.

Materials Needed: Chalk and chalkboard; paper and pencils.

Handling Stressful Situations with Others

Purpose: To help students examine strategies they can use to cope with stressful situations with other people.

Teacher Role/Session Sequence:

1. **Explain** to students that they will have an opportunity to look at some common stressful situations with peers and other people, and determine ways they can cope with such situations.

2. **Present the following situations** as examples of stressful interpersonal situations:

    o Several of your friends are shoplifting while all of you are in a department store. They try to get you to join them. You think they are making a big mistake.

    o An older person you've seen hanging around the neighborhood comes up to you and asks you if you want to buy some drugs. He says he can help you feel good and make big money. You totally disagree with using or selling drugs.

    o Some friends want you to sneak out on Friday night after midnight when your parents are asleep. Your parents trust you and you don't want to spoil it.

    o Your friends have started wearing really "punk" clothes and hairstyles. You feel uncomfortable with these new styles and don't want to change how you look and dress.

3. **Have students brainstorm** a couple of current "real life" stressful interpersonal situations to add to the list.

4. **Explain** that students will be working in small groups to come up with appropriate ways to handle these situations. **Ask students** if everyone knows what "assertive" means and invite a few students to share their definitions. (Assertive means to politely but firmly stand up for what you want, value, or believe and to not let others force you into situations against your will.)

5. **Divide students into groups** of three or four in whatever way works best for you and your class. Tell the groups that they will work on what they determine to be appropriate responses to each situation in their groups. Groups may discuss how they would handle each situation, role play the situations, or deal with them in other ways they devise.

6. **Monitor students** and provide assistance as necessary while they work on and present their ways for handling each of the four situations.

7. Next, **have each group** present their responses to the entire class. **Allow opportunities for students to discuss** how the responses from each group differ, how they are the same, and which might be most effective for each situation.

8. **Have a general discussion** on what students learned, insights they had, and actions they will take.

Materials Needed: Paper and pencils.

Note: This activity may take more than one session.

Knowing How To Relax

Purpose: To teach students a simple exercise they can do on their own to help them relax when they are feeling particularly upset or stressed.

Teacher Role/Session Sequence:

1. **Explain** to students that today they will be practicing an exercise that they can do to relax when they are feeling really upset or stressed. The exercise is called "Stretch Away."
2. **Refer to Student Supplement SM8-9** (Steps for Stretch Away Relaxation Strategy). If you can make copies for each student, these can be handed out; otherwise you can list the steps of the strategy on the board or a flip chart for students to copy.
3. **Go through the steps in the Stretch Away Relaxation strategy**. Read the steps slowly and give students an opportunity to get a sense of the relaxation exercise. At the end, have them close their eyes and repeat the exercise, with you slowly reading the steps. Have them repeat it a third time, doing the exercise on their own.
4. **Ask students** to share how they felt while they were doing the exercise. Ask them to talk about how and when this strategy might be helpful to them.

Materials Needed: Student Supplement SM8-9 (Steps for Stretch Away Relaxation Strategy).

Additional Tips: Make sure students have plenty of room to do this exercise. It may mean moving some of the tables and chairs in your room or finding a larger room. In addition, before having students do the relaxation strategy, it is a good idea for you to practice it yourself so that you can demonstrate parts of the strategy as necessary. The pictures included at the bottom of the supplement will help you know what to do.

Steps for Stretch Away Relaxation Strategy

1. Stand upright, making your body as "tall" as possible.

2. Put your arms behind your back and clasp your fingers together.

3. Twist your waist and upper body to the *left* side while *inhaling* (taking a deep breath). Stretch your muscles as you twist to the left and inhale.

4. Twist your waist and upper body to the *right* side while *exhaling* and stretch.

5. Put your hands together behind your back and then lift them up over your head.

6. Bend forward while *inhaling* deeply and stretch over as far as you can.

7. Bend backward while *exhaling* deeply and stretch backwards as far as you can, with your arms outstretched behind your back.

Note: It is very important to breath deeply, to inhale and exhale, while doing the stretches. As you breathe, imagine you are filling yourself up like a balloon.